



**Internationalization of Portuguese Culture: Attracting International  
Students to a Portuguese H.E.I.**

**Bruna Filipa Pinto Lima**

**Project Report**

**Masters in Intercultural Studies for Business**

**Porto – 2020**

**INSTITUTO SUPERIOR DE CONTABILIDADE E ADMINISTRAÇÃO DO PORTO  
INSTITUTO POLITÉCNICO DO PORTO**



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**presented to Instituto Superior de Contabilidade e Administração do Porto to  
obtain the Master's Degree in Intercultural Studies for Business, under the  
supervision of Dra. Sara Pascoal.**

**Porto – 2020**

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*Estes anos são viagem.*

## **Acknowledges**

There are several people I would like to thank for the way they have contributed to the success of my entire journey.

It was two long years, full of challenges. Some easy to overcome, others that required extra effort and dedication. However, these are not easy challenges to overcome alone. There were a lot of people who crossed my path: teachers, colleagues, friends or even people who were just passing through. And it was thanks to their support and encouragement, that has evolved over the years, developing skills that allowed me to overcome difficulties, complete challenges and achieve goals, namely this project, where I tested everything I was able to learn, which is why I demonstrate the all my gratitude.

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These 5 years were worth everything that I went through to meet wonderful people that I take with me for life and for all the affection that I won for them.

**Abstract:**

Portuguese universities have, in recent years, faced new and diversified challenges. One of them has to do with the growing presence of so-called international students, students from other countries who choose Portugal for the completion of a phase of their academic path.

For these students the coming to Portugal and the decision to pursue studies in a Portuguese higher education institution is perceived as beneficial in terms of curriculum, corresponding to an improvement in their social and academic position.

The choice of Portugal, on the part of these students, also has to do with the desire to learn a different language – Portuguese - and the interest in learning about a new culture.

One of the trends in the evolution of higher education has been its growing internationalization, and that is why it is important to share Portuguese culture with all the new international students arriving in our country.

This report will focus on the internationalization of Portuguese culture in order to attract international students to the colleges of Porto, so this project has a small sample of 17 surveys, made to some international students who study and studied at the Higher Institute of Accounting and Administration of Porto. It was found that for these students and for those who come to our country, a project like this is a great help to help them integrate into the country. You can also see the work done on the website and social networks, the visual identity of the project and some of the posts that I did.

**Key words:** International Students; Portuguese Culture; Higher Education; Internationalization; Higher Institute of Accounting and Administration of Porto; Integration.

## **Resumo:**

As universidades portuguesas têm vindo, nos últimos anos, a enfrentar novos e diversificados desafios. Um deles tem a ver com a presença crescente dos chamados estudantes internacionais, alunos oriundos de outros países que escolhem Portugal para a concretização de uma fase do seu percurso académico.

Para estes alunos a vinda para Portugal e a decisão de perseguir estudos numa instituição de ensino superior portuguesa é percebida como benéfica em termos curriculares, correspondendo a uma melhoria da sua posição social e académica.

A escolha de Portugal, por parte destes alunos, tem também a ver com a vontade de aprender uma língua diferente – o português - e o interesse de conhecer uma nova cultura.

Uma das tendências da evolução do ensino superior tem sido a sua crescente internacionalização e, por isso, é importante a partilha da cultura portuguesa com todos os novos alunos internacionais que vão chegando ao nosso país.

O presente relatório, focaliza-se na internacionalização da cultura portuguesa, com vista a atrair estudantes internacionais para as faculdades do Porto, nomeadamente para o ISCAP e, por isso, este projeto conta com uma pequena amostra de 17 inquéritos, feitos a alguns alunos internacionais que estudam e estudaram no Instituto Superior de Contabilidade e Administração do Porto. Verificou-se que para estes alunos, e que para os próximos que chegarem ao nosso país, um projeto como este representa um importante contributo para os ajudar na sua integração no país. Também podem ver o trabalho feito no website e nas redes sociais, a identidade visual do projeto e alguns posts que fiz.

**Palavras chave:** Estudantes Internacionais; Cultura Portuguesa; Ensino Superior; Internacionalização; Instituto Superior de Contabilidade e Administração do Porto; Integração.

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## **List of Abbreviations**

A3es- Agency for Assessment and Accreditation of Higher Education

COMAP- Committee for International Students

COVID-19- Corona Virus Disease 2019

DGEEC- Direção-Geral de Estatísticas da Educação e Ciência

ECTS- European Credit Transfer and Accumulation System

EQF- European Framework Qualifications

ERASMUS - European Community Action Scheme for the Mobility of University Students

ESN- Erasmus Student Network

EU – European Union

GRI- International Relations Office

HEI- Higher Education Institution

IN- Incoming mobility

ISCAP - Porto Accounting and Business School

LMIB- Management for International Business

MISB- Master in Intercultural Studies for Business

RAIDES- Register of Enrolled Students and Higher Education Graduates

UP – University of Porto

## Introduction

This project was developed in the context of the Master's in Intercultural Studies for Business, at ISCAP, and focuses on subjects such as soft skills and the importance of the English language. Bearing this in mind, the project "Internationalization of Portuguese Culture: Attracting International Students to a Portuguese H.E.I." serves to help spread the culture of our city, Porto, and of our country, Portugal, among international students who decide to come every year to study for the colleges of Porto.

Over the years there has been an increase in international students in our institutions and this is beneficial, not only for students who have the opportunity to get to know a new culture and a new language, but for educational institutions that have a lot to profit from, especially in monetary terms.

With everything that is happening, it is important to focus also on the situation of COVID-19 and how we can minimize its impact. With the creation of my project I try to have a new way for international students to have ERASMUS at a distance, in a single click, without leaving their countries, they can learn more about mine.

I also found it important to use my project as a means of disseminating the master's degree in Intercultural Studies for Business, the master's degree I am currently in. It is a recent master's degree, which is not yet present on the Study.EU website (<https://www.study.eu/country/portugal>) and with the creation of this project I think I will contribute so that more students have knowledge about it. This master's degree has some international students and the more you can promote it, the more international students we can call to ISCAP and other colleges, since UP and Porto attract many of these students.

### ***1.1 Objectives***

This report has the following objectives:

- To attract international students to ISCAP;
- To create a platform that would help internationalize Portuguese culture;
- To put into practice content learned during the master's degree.

## ***1.2 Report Structure***

This report is divided into five chapters:

- The first chapter of this report contains the theoretical part, where I speak of topics such as: culture, interculturalism and multiculturalism, globalization and internationalization, internationalization of higher education, intercultural education, etc.
- The second chapter is about the importance of international students to Portuguese higher education institutions and also how we can try to minimize the impact of the new virus: COVID-19.
- The third chapter it shows the entire project made by me, the website and social networks, all the ideas, name, logo and design created by me. “For You - a project for international students” was the name chosen by me to start this project that I have been giving life over these months.
- The fourth chapter it's about design and graphic elements. In this chapter I talk about the programs I used to create my graphic image and show some images I made for social networks.
- The fifth chapter shows the results of a small survey made to 17 international students from ISCAP, where they reveal whether or not they need a project like mine to orient themselves before and during their stay in Porto.
- The last chapter presents some conclusions of this project report and all the difficulties I've experienced.

## **Chapter I – Theoretical Framework and Contextualization**



In this theoretical framework it is intended to address the following themes: culture and interculturality; where the subtopic interculturality in education is addressed, and internationalization and globalization, where the subtopic internationalization in higher education, namely in Europe and in Portugal will also be explored.

Having this in mind, the theoretical content will be developed exploring these concepts.

## **1.1 Culture and Interculturality**

### **1.1.1 Culture**

First of all, we must explore the notion of culture, before going any further in this report. Throughout the time, the idea of culture has raised several questions.

There are many definitions of it, from many authors. The concept of culture is used to describe a whole way of life, ways of thinking, feeling and acting, which are assimilated by groups of people. But the generic definition formulated by Edward B. Tylor (1871) is that culture is "any complex that includes knowledge, beliefs, art, morals, law, customs and all other habits and abilities acquired by man as a member of a society". Although Tylor's definition has been constantly questioned and reformulated, making the word "culture" an extremely complex concept and impossible to be fixed in a unique way.

Culture is also commonly associated with the forms of artistic and technical manifestation of humanity, such as European classical music (the German term "Kultur" - "culture" - is closer to this definition).

To Cuche (2003, p.34), the term "culture" appears in the 18th century, as a synthesis of the terms Kultur and Civilization. This is a French term that referred to the achievements a people's materials; and also, a "German term that symbolized the spiritual aspects of a community." If we meditate on our lives, we find that the issue of culture is present in all the decisions we make.

For Cuche (2003, p.25), "the man it is essentially a being of culture". The notion of culture applies to what is "human and offers the possibility of conceiving the unity of man in the diversity of his ways of life and beliefs".

The anthropologist Clifford Geertz (2000), one of the researchers associated with the anthropological current, moves away from a more traditional analysis, which addresses

culture through tangible behaviors (customs, traditions, uses) and stresses the importance of aspects that are not noticeable and guide behavior, thus highlighting the symbolic dimension of culture.

Clifford Geertz, argued negatively the gigantic amount of definitions of culture, considering a progress of great value the development of a concept that was internally coherent and that had a definite argument.

For Geertz, culture is understood as a system of symbols and shared meanings.

Basically, culture is a manifestation of social life, which does not come of biological heredity (Lima, 1982; Sarmento, 1994; Titiev, 2002; Ricardo, 2003).

Of the different terms used, Hofstede (1997) retains only four for the description of the manifestations of culture: symbols, heroes, rituals and values. Below is a scheme by the same author, which defines it as the “layers of an onion” or the different levels of manifestation of a culture. The values indicate the most profound manifestations of the culture, while the symbols represent the most superficial manifestations and the rituals and heroes are in a more intermediate situation.

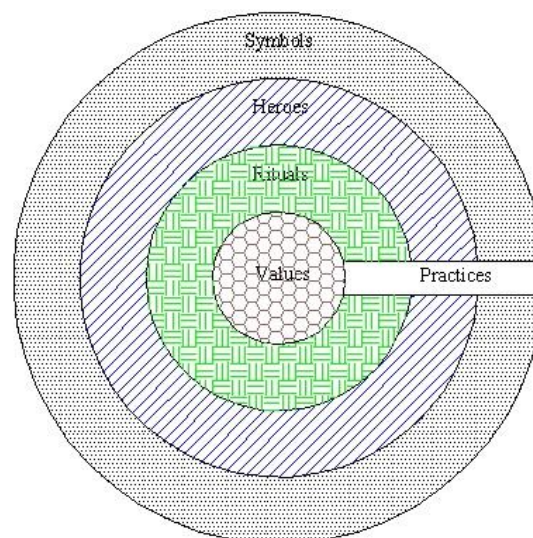


Figure 1- Different levels of manifestation of a culture

Source: HOFSTEDE, Geert (1997), *Cultures and Organizations: Software of the Mind*

Symbols are figures, words, objects, with a short-lived durability, since the symbols are copied and replaced by others permanently. Hence its superficial character. Heroes can be real, imaginary personalities, glorified in a given organizational culture and are an example of the desirable behavior model for the organization's subjects. The rituals bring together that set of ceremonial activities, with a strong symbolic charge, to achieve the intended objectives. The nature of culture is shaped by values. For Hofstede (1997, p.25), "interpreting studies on values, neglecting the differences between the desirable and the desired, can lead to paradoxical results".

Culture comes from within the subject and is built by him, in order to strengthen the skills, they have in common.

Despite many definitions, there is a consensus among scholars that culture refers to that part of the environment produced by men and learned by men and used in the continuous process of adaptation and transformation of society and individuals.

Edward Hall has cited this term in his book *The Hidden Dimension* (1969) and reminds it in *Beyond Culture*, says that culture has many forms, but serves "to provide a highly selective screen between man and the outside world", adding that it "designates what we pay attention to and what we ignore".

Matsumoto (2009, p.5) says that culture is "a unique meaning and information system, shared by a group and transmitted across generations, that allows the group to meet basic needs of survival, by coordinating social behavior to achieve a viable existence, to transmit successful social behaviors to pursue happiness and well-being, and to derive meaning from life."

Lastly, Silva (2008, p.49) believes that "there is no human society [...] with no culture, but each culture is unique". Thus, being strongly linked to this concept of culture arises identity, which is a process of multiple constructions between two strands of the individual and the social.

## **1.2. Interculturalism and Multiculturalism**

According to Oliveira and Galego (2005), multiculturalism presupposes coexistence and mutual respect between cultures, while interculturalism is the interaction between cultures through dialogue and mutual knowledge.

Cultural pluralism means affirmation of each culture and openness to other cultures. So, cultures try to find common points to complement each other. Each culture stands on its own and together they enrich each other, forming a common culture. This model also aims at a set of processes generated by the interactions between cultures in a relationship of reciprocal exchanges, safeguarding the culture by the partners in relationship. This aspect tends to evolve positively and to generate new cultures.

Universities that follow this model develop a climate of respect and openness to diversity and the transmission of cultures. Students and all other agents start living a life rich in cultural values and knowledge, as is the case with ISCAP, where we receive international students every year and get to know a little more about the culture of their countries without visiting the country at all.

Multicultural education should be a set of strategies, based on curricular programs that express the diversity of cultures and lifestyles, with a view to promoting changing perceptions and attitudes that facilitate understanding and tolerance among individuals of diverse ethnic origins.

### **1.3. Interculturality in Higher Education**

We live in a time when societies are transfiguring at a breakneck pace, requiring citizens of the 21st century to have an education / training that prepares them to be able to integrate themselves in a reality that changes continuously and becomes increasingly complex (Ferreira, 2006).

In view of the social, political, economic and cultural changes that today's world is undergoing, education is seen as a powerful economic resource and a factor of competitiveness, which is why, in recent decades, many attentions and expectations have fallen on universities, with permanent demands for higher quality in education.

In this perspective, globalization, with its ideological marks, power relations and socio-economic and cultural dynamics, is conditioning the action of the various educational agents.

Starting from some transformations that occur in higher education, in the context of the current globalization, the nations in their democratization processes have introduced reforms in the educational systems, whose objectives are rooted in the respect for all citizens, as subjects of equal rights, based on the essence of human rights.

Thus, for some, Intercultural Education is neither a utopia or a humanist ideology, but a realistic response to the challenges of the evolution of societal cultural diversity. The acceleration and impact of changes in the current world are now widely accepted as important factors in social, economic and political dynamics, especially considering the mobility of men and the increase in the circulation of information, the result of technological innovations.

The speed at which changes take place may only be the visible peak of the phenomenon of displacement of peoples who continually cross continents. This factor, combined with the growing access to planetary information and communication, seems to assume relevance in the way that man sees the world, sees others and sees himself.

For this reason, the challenge posed at the level of Intercultural Education has been visible through the adoption of new approaches, the challenge of which is above all at the level of the capacity for investigation and reflection, a path that points out new paths, new problems and issues.

It is undeniable that education has been one of the privileged stages for the debate on the impact of these same transformations, and it seems important to call attention to the intercultural term that appeared in France, at the 20th UNESCO meeting, held in Paris, the November 27, 1978, at the General Conference of the United Nations Educational, Scientific and Cultural Organization.

At the conference, a declaration was issued, the Declaration on race and racial prejudice, which, according to Fleuri (2003), is one of the first documents to propose the basis for intercultural education. The Declaration states that:

All peoples and all human groups, whatever their composition or ethnic origin, contribute according to their own nature to the progress of civilizations and cultures, which, in their plurality and by virtue of their interpretation, constitute the heritage common humanity. (...) the right of all human groups to cultural identity and the development of their own cultural life, in the national and international context.

Intercultural Education has as its central objective to transcend the ethnocentrism, insisting on the construction of ethical relationships that promote responsible citizenship, capable of recognizing, accepting and valuing the richness of its culture and the other. It is important to highlight that the use and option of the term Intercultural Education, it is due to the fact that in the European context there is a general consensus of the authors to recognize that the term Intercultural has a different connotation than multiculturalism.

Silva (2008) says that the terms pluricultural and multicultural have a lot, but the sense of situation discrimination such as racism, social exclusion, while intercultural is a term that adds the approximation of reciprocal exchange between cultures in a society characterized by the presence of different groups.

#### **1.4. Concept and Principles of Intercultural Education**

According to Ouellet (1991), the concept of intercultural education designates all systematic training that aims to develop, both in the majority groups and in the minority groups:

- better understanding of cultures in modern societies;
- more ability to communicate between people from different cultures;
- attitudes more adapted to the context of cultural diversity, through the understanding of psycho-social mechanisms and socio-political factors capable of producing racism;
- greater capacity to participate in social interaction, creating identities and sense of belonging common to humanity (pp. 29-30).

Leonard and Patrícia Davidman (1994, p.4) define intercultural education as “(...) a multifaceted strategy, oriented towards change, guided by six related objectives:

- equal opportunities;
- cultural pluralism in society;
- creating relationships of harmony and intercultural understanding in the classroom, at school and in the community;
- the empowerment / empowerment of all educational actors;
- broad knowledge of the various ethnic and cultural groups through part of all community agents;

- the training of all those involved in the educational process, in an intercultural, informed and critical perspective.

Intercultural education necessarily articulates with education for citizenship and the initiatives it promotes correspond to five concerns / values:

- social cohesion (looking for collective belonging);
- acceptance of cultural diversity;
- equal opportunities and equity;
- critical participation in democratic life;
- ecological concern.

In the same perspective, it can be said that intercultural education is:

[...] a dynamic and permanent process of relationship, communication and learning between cultures in conditions of respect, mutual legitimacy, symmetry and equality. An exchange that is built between people, knowledge, knowledge and culturally different practices, seeking to develop a new meaning between them in their difference. A space for negotiation and translation where social, economic and political inequalities, and relations and conflicts of society's power are not kept hidden, but recognized and confronted. A social and political task that challenges society as a whole, which starts with concrete and conscious social practices and actions and tries to create modes of responsibility and solidarity. Catherine Walsh (cit. By Peres, 1999, p. 52)

The intercultural perspective is oriented towards the construction of a democratic, plural, humane society, which articulates policies of equality with policies of social cohesion. Thus, acting in a more reflective and proactive way in open organizations with the capacity to think and learn cannot fail to contribute to a more global objective of intercultural education, related to greater social justice and equity for all.

Teles (2005, p.12), considers that “promoting intercultural education is to stimulate the interaction between cultures, the sharing of knowledge specific to each one, it is to know how to interrelate the diverse knowledge (...) specific to each culture taking advantage of the existing heterogeneity, the conflict of positions and opinions”.

“The term intercultural explicitly affirms the reality of dialogue, reciprocity, interdependence and expresses a desire, a method of intervention through which the interaction between different cultures is a source of mutual enrichment” (Sabariego, 2002, p.34).

According to Rego (2008, p.26), “the intercultural model encompasses the values that foster interchange, intercommunication and interrelationship between people and the networks of meanings that give meaning to their lives.”

In this perspective, intercultural education requires an educational relationship that instigates the socialization of experiences between different generations and cultures, permeated by the methodology of conflict and transformation and that promotes the objectivity of the knowledge considering and valuing intersubjectivity and human subjectivity:

This means a relationship of exchange and reciprocity between living people, with faces and proper names, reciprocally recognizing their rights and their dignity. A relationship that goes beyond the individual dimension of the subjects and involves their respective different cultural identities. (Fleuri, 2001, p.53)

## **1.5. Globalization and Internationalization**

The phenomenon of globalization is based on the idea that the differences between markets are becoming blurred, tending to disappear.

According to Portal da Educação (2018), globalization consists of a process of economic, social, cultural, spatial and political developing among all the countries of the world, including the development of means of transportation and communication. One of the terms used today to characterize the globalized world is the “global village”.

Tancini (2012) mentions that with the development of globalization, organizations have spread to different regions, geographical boundaries have virtually disappeared and consequently the relationships between cultures have changed.

According to Mesquita and Ribeiro (2008) that globalization is not a recent phenomenon in the History of Mankind. The processes of interdependence on a macro-territorial scale have existed for several centuries, but today they are happening at a greater speed and scale.

In a constantly changing world, with the progressive liberalization of world trade, international expansion has been the response of companies to the widespread increase in competition and threats to their survival.



Welford and Prescott (1994) refer that expansion is one among several growth strategies. Sousa (1997) reinforces this idea by emphasizing that internationalization is not considered a universal solution.

Among the various definitions of internationalization, the following can be highlighted:

- Meyer (1996), who defines internationalization as the process by which a company increases the level of its value-added activities outside the country of origin;
- Calof and Beamish (1995), who state that internationalization is the process to adapt the company's operations (strategy, structure, resources,) international environments;
- Freire (1997), who considers that the internationalization of a company consists of the extension of its product-market strategies and vertical integration to other countries, resulting in full or partial replication part of its operational chain.

### **1.5.1. Internationalization of Higher Education**

Despite universalism being embodied in the label “university”, only in recent decades have universities been increasingly expected to become international, by integrating an international, intercultural or global dimension into their purpose, functions and activities (Scott, 2005; Knight, 2004).

The beginning of the 21st century brought with it the reiteration of an old aspiration: the complex economic, political and cultural problems of contemporary society, which can be solved through education and, in a special way, by HEIs. In a society based on globalization and knowledge, cooperation between universities and the productive sector has become an increasingly necessary task (Teixeira, 2009)

Portuguese universities have, in recent years, faced new and diversified challenges. One of them has to do with the growing presence of so-called international students, students from other countries who choose Portugal to complete a phase of their academic career.

Universities have faced new challenges with the development of contemporary society, thus implementing a more effective and coherent higher education. Evelázio Teixeira in *Tradition and Innovation: a challenge for the university of century*, he mentions three causes that, in his opinion, are the main reason for the change that the university has faced over the years: globalization, the scientific-technological revolution and the redefinition of the role of the State. (Teixeira, 2009, p.66).

The internationalization of higher education institutions, more than a current topic, has become an increasingly present reality. Nowadays, more and more students are choosing to study outside their country of origin. The reasons that lead students to live this experience is namely the fact that they want to meet new people and cultures, visit new countries, live outside their home, look for new knowledge that cannot be acquired in the country of origin and improve their knowledge of foreign languages. However, each student has his own particular reason, but whatever it is, this new experience will provide him with a high enrichment, both at the academic, professional and personal levels, which cannot be acquired in his country of origin.

Coming to Portugal and the decision to pursue studies in a Portuguese higher education institution is perceived as beneficial<sup>1</sup> in terms of curriculum, corresponding to an improvement in their social and academic position.

This process of internationalization of higher education results from multiple factors, of a social, political and economic nature, assuming configurations that is very according to the national context.

Student mobility has increased significantly in recent decades, in a context marked by the internationalization of higher education institutions.

The internationalization of higher education remains highly associated with the mobility and movement of students and academics. Distinguishing internationalization from globalization, U. Teichler understands that the first concept is strongly related to mobility, in the sense of passing borders, while globalization represents a certain dissipation of those borders (Teichler, 2004).

Other authors, such as Morosini, Bartell, Backman, among others, consider that internationalization is a phase of adaptation of universities to globalization, an innovative response and a sign of change within those institutions (Albino, 2008).

J. Knight and H. de Wit (1995), present four types of approach to the internationalization of higher education, which contribute to justify the bet in this process. One of the approaches focuses on activities, that is, internationalization aims at curriculum development, mobility of students and researchers, through joint investigations or intercultural internships - according to the authors, this is the most

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<sup>1</sup> “How to make the most of your Erasmus experience”. From <https://www.collegiate-ac.pt/en/student-news/how-to-make-the-most-of-your-erasmus-experience/>.

frequent approach. Another approach relates to competences, that is, with the search for new learning, with the transmission of knowledge and, therefore, centered on the most human dimension of the process. A third approach focuses on the *ethos* developed at the HEIs, the creation of values and a pro-internationalization culture, to which the last approach is linked, namely that of the process. According to those authors, the procedural approach is the most comprehensive and commonly used and is distinguished to the extent that internationalization is a process that allows the integration of the international dimension in most functions of the institutions; the organization and strategies of the HEIs, for example, fall within the latter approach (Knight and de Wit, 1995).

### **1.5.2. Internationalization of Higher Education in Europe**

According to Hans de Wit, Fiona Hunter, Laura Howard and Eva Egron-Polak, internationalization in Europe has grown out of, and been strongly influenced by, the Erasmus programme initiated by the European Commission almost 30 years ago. Beyond the three million mobile students, Erasmus has had an even greater impact on the internationalization and reform of higher education.

Globalization and technological development are radically changing the landscape of higher education. Over the next twenty years, demand for higher education is expected to increase exponentially from 99 million students today worldwide to 415 million in 2030. (COM, 2013)

The Bologna Process, programs such as ERASMUS (European Community Action Scheme for the Mobility of University Students), Tempus, Erasmus Mundus and Marie Curie and some transparency instruments such as the European Credit Transfer and Accumulation System (ECTS) and the European Framework Qualifications (EQF) have helped EU national higher education systems to achieve a significant degree of intra-European internationalization (COM: 2013).

All of these instruments were the key elements that contributed to making Europe one of the most advanced, comprehensive, transparent and internationally accessible regions.

As the European economy began to show signs of recovery in the late 1960s and early 1970s, it was possible to open new areas of economic restructuring, particularly in the field of education, to date, all efforts have been channeled towards economic reconstruction, post-World War II. Cooperation in educational terms began to take shape in the Single European Act in 1986 and, a little later, in 1992 with the Maastricht Treaty, which gave a new shape to European integration with the creation of the EU and the extension of its powers (Santiago, 2009, p.37)

In September 1988, the rectors of the main European Universities, while meeting to celebrate the 900 years of the oldest university, that of Bologna, subscribed to the Magna Carta of the Universities “Magna Charta Universitatum”. The letter spells out the fundamental principles by which Universities will be governed and subsequently contribute to an internationalized European society, both economically and culturally:

- The university is an autonomous institution that transmits culture through research and teaching;
- In universities, didactic activity is inseparable from research, for this reason, teaching must follow the needs and requirements of society;
- Education, training and research are the fundamental principles of university life. The university is a meeting place for teachers, capable of transmitting knowledge, and students, the right and the capacity to enrich themselves;
- The university, in order to assume its missions, has to ignore the geographical or political boundaries and affirm the need for mutual knowledge and the interaction of cultures.

Basically, “universities encourage the mobility of teachers and students, and consider that a general policy of equivalence in terms of titles, examinations (while preserving national diplomas) and the award of scholarships is the essential instrument to guarantee the exercise of contemporary missions”. (Magna Charta Universitatum, 1988, p.2).

In short, after World War II, all efforts were centered on Europe's economic recovery and education only appeared on the community agenda for the first time in the early 1970s. Taking into account the specificity of each country, education must have access without discrimination, diplomas and periods of study are recognized by the various

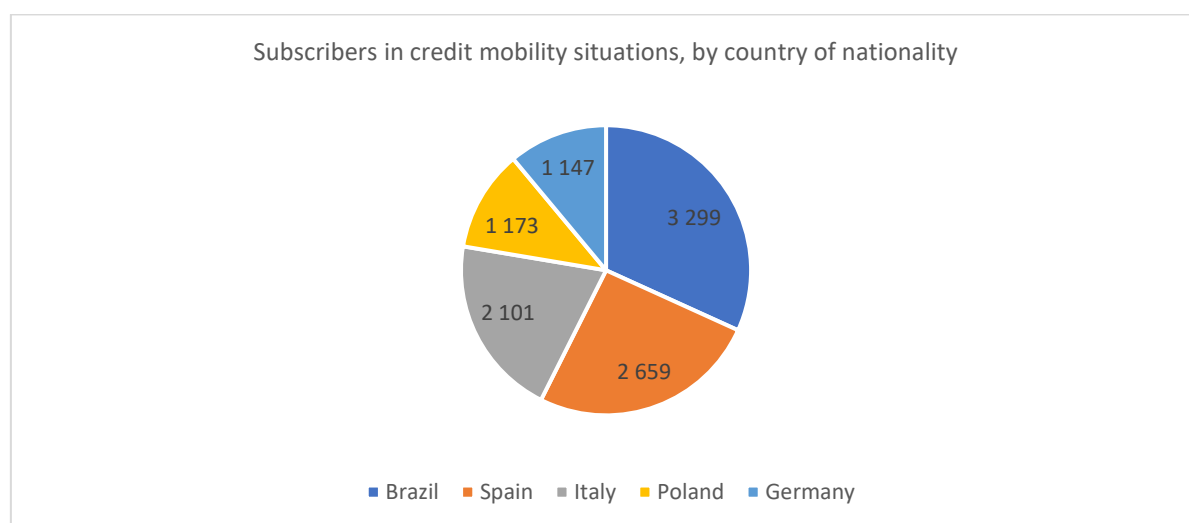
countries, in order to eliminate obstacles and, promote mobility and freedom of movement for teachers, students and researchers.

### 1.5.3. Internationalization of Higher Education in Portugal

In Portugal, the internationalization of higher education institutions was driven by adherence to the Bologna Declaration and, currently, it is one of the main bets of institutions and governance bodies.

Portuguese higher education institutions are increasingly attracting an increasing number of foreign students, due to mobility and exchange programs through the general access regime.

Portugal is the first choice of most students from the former colonies, when considering studying abroad. In this way, they also use Portugal as a gateway to the European Union.



Graphic 1- Subscribers in credit mobility situations, by country of nationality 2018/2019

Source: Own elaboration

In the academic year 2018/2019, the “Direção-Geral de Estatísticas da Educação e Ciência” (DGEEC) presents the main results related to International Mobility, collected through the Register of Enrolled Students and Higher Education Graduates (RAIDES),

17 066 students (4.4% of the total enrolled), representing an increase of 4.3% compared to the previous academic year.

About 61.9% of those enrolled were female and approximately 58% belonged to the “18-22 years” age group.

In Portugal, the Universities of Porto, Lisbon and Coimbra are the ones that most receive and send students, with the University of Porto being the institution that most sends students in study mobility programs and the Technical University of Lisbon the institution that most receives foreign students.

The HEIs of Porto and Lisbon are the ones that stand out for having the largest number of foreign and Portuguese students justified by the fact that they are cities with a higher population density, greater diversity of services and resources and, therefore, a higher density of students.

The number of foreigners that Portugal welcomes is much higher than that which it sends to other countries, having been growing from year to year.

It should be noted that Portuguese Universities receive more and more students, which is a proof of their internationalization. On the other hand, the fact that we have the old colonies where the official language is Portuguese, favors the entry of these students in our institutions. With regard to Portuguese students, the partnership that Portugal has with the European institutions, favors the student's departure to study in a foreign country, making them increase their knowledge, personal and professional experiences and become more competent professionals.

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## **Chapter II – The Importance of International Students for P.Porto and the Others Universities**

In the opinion of M. Lima and C. Maranhão, the discourses on the internationalization of higher education have been based on multiculturalism and curricular diversity. However, the investigation of these teachers reveals a different reality, which translates into an education model created in hegemonic countries, strongly standardized by the world, little given to multiculturalism and diversity (Lima and Maranhão, 2011). Addressing the consequences of this process, the authors refer that the internationalization of higher education has become too subjugated to the logic of the market, contributing to the maintenance of inequalities between dominant and dominated countries.

Mainardes, Alves and Domingues state that it is the higher education itself that is adopting that logic, largely due to the financial pressures suffered by the HEIs, as well as the increasing competitiveness associated with them (Mainardes et al. 2012). For this reason, HEIs seek to internationalize, as this process allows them to attract students from the four corners of the world and increase the volume of its revenues, enhancing its prestige and its sustainability.

We have thus reached an important point of analysis in the internationalization process of higher education, namely that of the impacts generated for the various actors involved, be they States, public and / or private institutions, and for the individuals themselves.

Globalization, through the transformation of the means of information and communication, particularly computers connected to the internet and all the contents and tools made available, as well as improvements in the transport sector, promotes the increasing mobility of students in higher education.

Able to train and certify their students, to produce and disseminate knowledge, universities and polytechnic institutes play an essential role in the desired expansion of higher education, in the training and mobility of human resources.

Resulting from what has already been exposed, it can be said that this process stimulates the economy, either through the advancement of knowledge and technology, or through the increase in revenues for HEIs, in the form of fees, for the real estate, food, transport and communication sectors, for public services, through the processes of legalizing the entry, stay and departure of foreigners, among others (Lima and Maranhão, 2011).



The attraction of foreign students thus allows to increase the use of the installed capacity in the institutions and to boost new own revenues, which can be applied to reinforce the quality and diversify the teaching provided, having a positive impact on the economy, subscribed by Decree-Law 36/2014 of 10 March.

International students' fees represent annual revenues “in the order of 20 million euros for the coffers of Portuguese universities”. (PÚBLICO, 2020)

Estudantes do P.PORTO | MarianaSantos©

## Propinas

- CANDIDATURAS
- ACESSO E INGRESSO
- ESCOLAS
- CURSOS
- PROPINAS**
- APOIO AOS ESTUDANTES

O valor anual associado ao custo da formação poderá depender da nacionalidade do estudante e da natureza do curso a frequentar.

A frequência dos ciclos de estudos conferentes de grau do Politécnico do Porto está sujeita ao pagamento de propinas cujo valor é fixado anualmente. Os valores de propina para o ano letivo 2020/2021 podem ser consultados abaixo.

[Propinas P.PORTO 2020 / 2021](#)

Relativamente às Pós-graduações e Cursos Livres os valores são fixados edição a edição, pelo que se recomenda a consulta do site da Escola e a regulamentação do curso escolhido.

Figure 2- P.Porto Website where it states that the tuition fee changes depending on the student's nationality

Source: P.Porto website

Tipo de estudante	ECTS tempo parcial	Propina
Estudantes nacionais a tempo parcial	Até 18 ECTS	875,00 €
	Entre 19 e 37,5 ECTS	1750,00 €
	Entre 38 e 40,5 ECTS*	2000,00 €
Estudantes internacionais regulares a tempo parcial	Até 18 ECTS	1592,50 €
	Entre 19 e 37,5 ECTS	3185,00 €
	Entre 38 e 40,5 ECTS*	3640,00 €
Estudantes internacionais CPLP a tempo integral		3835,00 €
Estudantes internacionais CPLP a tempo parcial	Até 18 ECTS	1342,25 €
	Entre 19 e 37,5 ECTS	2684,50 €
	Entre 38 e 40,5 ECTS*	3068,00 €

Figure 3- Value of tuition fees from international students

Source: P.Porto website

Nevertheless, these economic gains are felt in a very dissimilar way by the different countries of the world.

In J. Knight's perspective, there are at least five myths surrounding the internationalization process of higher education, which have trivialized the use of the concept. In summary, the first myth, international students as agents of internationalization, conveys the wrong idea that the larger this group, the more internationalized is the curriculum and culture of the HEIs; for the author, although this may be the desire of HEIs, the truth is that most of the time international students are socially and academically marginalized (Knight, 2011). The second myth, internationalization synonymous with prestige and quality, is related to the idea that the more international the HEIs are, the greater their prestige and quality; this false idea is aggravated by the dissemination and power of the rankings, as which, and in the author's words, "is highly questionable whether the league tables accurately measure the internationality of a university and, more importantly, whether the international dimension is always a robust indicator of quality" (idem, 14). The third myth, international agreements between institutions, like the previous one, refers to the misconception that quantity can be synonymous with quality - in this case, that the more agreements the HEIs sign and the greater their network of international contacts, the more internationalized and prestigious are. According to J. Knight (ibidem), the problem lies in the fact that the larger the network, the more difficult it is to maintain it, given the resources necessary for this; and if so, then in practice it is an inefficient network. The fourth myth, international accreditation of HEIs, is characterized by the belief that the more HEIs are accredited by external bodies and international in terms of teaching quality, the more internationalized they are; this situation may not occur, as the international recognition of quality does not cover aspects related to the internationalization process (Knight, 2011). Finally, the fifth myth is related to the misconception that internationalization aims to improve the brand image of HEIs; in this case, the author says that there is a confusion between marketing and academic goals, as an international marketing campaign is not synonymous with a plan internationalization.

The five myths mentioned above result in several impacts: in an unrestrained demand by international students, in the lack of preparation in terms of reception and integration

conditions, in the overvaluation of rankings results and in extensive contact networks, among other situations.

The presence of international students at P. PORTO and UP is, in fact, one of the main interests and the main objective is to maintain it and that is why all conditions are created for this to happen, such as, for example, create new courses to attract new students.

Over the years ISCAP has tried to increase its international experience and has developed a broad network of partnerships, in Europe, in Brazil in Mexico and in the USA. (Pascoal et al, 2019.)

The new BA in Language Management for International Business (LMIB) and the Master in Intercultural Studies for Business (MISB), both recently accredited by A3es (Agency for Assessment and Accreditation of Higher Education) for 6 academic years, were conceptually designed to enhance the international vocation of the training provided at ISCAP, intending to deepen the successful international mobility programmes within and outside the EU. (Pascoal et al, 2019.)

These authors explain that the BA in Language Management for International Business and the MA in Intercultural Studies for Business are pioneers in Portugal, which acknowledge a long tradition in the Anglo-Saxon and Scandinavian countries, and still accomplish three of the main scientific, cultural and teaching goals of its HEI:

- 1) to provide training excellence and innovation;
- 2) to apply traditional classic knowledge to technology enhanced contexts;
- 3) to develop and enhance entrepreneurial skills.

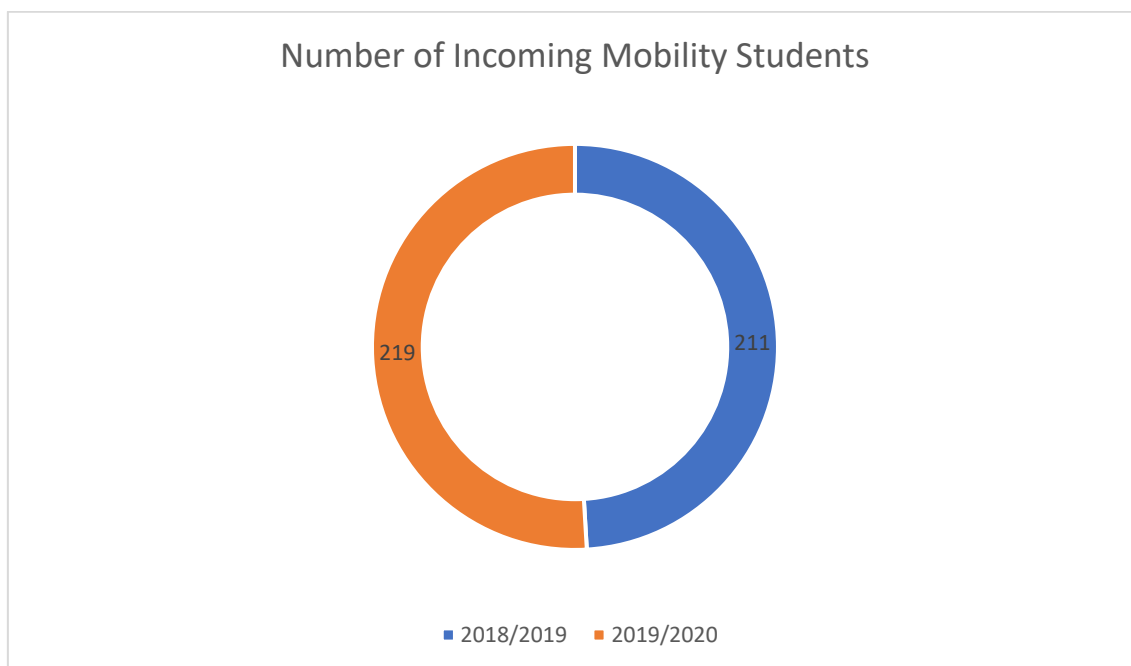
## **2.1. ISCAP Numbers**

The following results were given to me by the International Relations Office (GRI) and they correspond mainly to the 2018/2019 and 2019/2020 academic years.

We have some data for the 2019/2020 school year despite the fact that some of the international students left for their countries without ending it due to the pandemic situation of Covid-19.

In this report I will only focus on international students who come to study in Portugal and not on Portuguese students who are going to study in other countries, as my main target audience is international students.

Incoming mobility (IN) will be analyzed, which means the foreign students that come to study in ISCAP.



Graphic 2- Number of Incoming Mobility Students (2018/2019 and 2019/2020)

Source: Own elaboration

Analysing this data for the academic years 2018/2019 and 2019/2020, we can see that the number of foreign students has been increasing year by year, even if it is little difference.

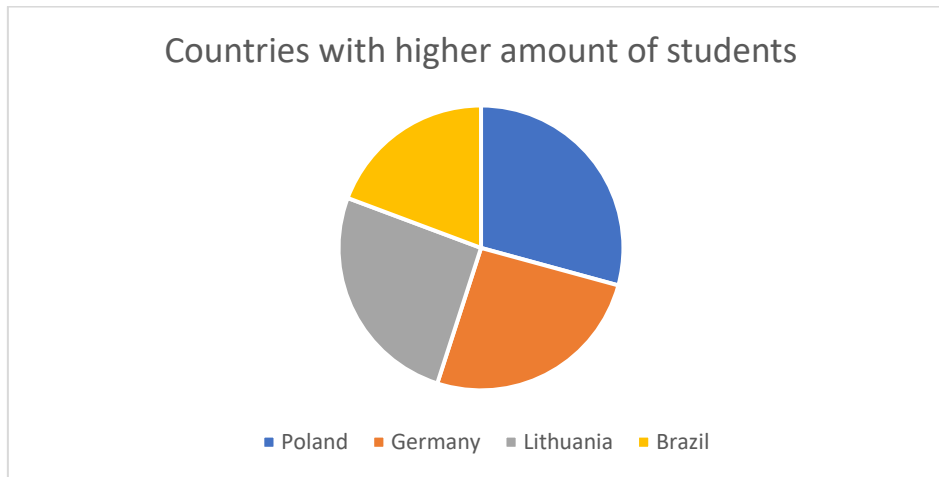
I believe that due to the situation that we are going through, in this next academic year 2020/2021 we should not be able to reach these numbers and get a larger number of international students until all this is over.

Table 1- Period of Time Students stayed in 2018/2019 and 2019/2020

	1st semester	2nd semester	Annual
2018/2019	129	71	11
2019/2020	133	86	*
Total of Students: <b>430</b>			

\* Data not provided. Source: Own elaboration

In this table, we can see that the majority would rather stay one semester in mobility than the full academic year.



Graphic 3- Countries with higher amount of students

Source: Own elaboration

In the graph above, we can see from which countries ISCAP received the most mobility students in 2018/2019 and 2019/2020.

It is visible that Poland has the highest percentage and Brazil the lowest, even though the discrepancy between the countries is not that big.

Converting these percentages into specific numbers, ISCAP has received 50 students from Poland, 44 from Germany, 44 from Lithuania and 33 from Brazil.

In addition to the countries shown in the graph, ISCAP also has students from Romania, Spain, France, Denmark, Czech Republic, Belgium, Latvia, among others.

Analysing the data of the current academic year, we can see that the programme which has sent more students is Erasmus+, followed by Cooperation Agreements.

Most applications for Bachelor courses and then for Masters and Doctorates.

The students are aged between 19 and 25 years old and are mostly female, having also a lot of boys studying at ISCAP.

## 2.2. The impact of Covid-19 on ERASMUS students

*“We have a duty to ensure that applicants for our programs receive the help and support they need. The 2020 class needs us.”*

Sabine Verheyen

(German EPP MEP and chairman of the Committee on Culture and Education)

It is common knowledge that this new virus affected all international students who were studying in Portugal and all national students who were studying outside Portugal. All of these students were forced to return to their countries to comply with the mandatory quarantine and saw their lives change completely.

Many of them also failed to return to their countries and were forced to live in isolated quarantine without seeing their families and friends.

Higher education students studying abroad experienced moments of stress and anxiety during the pandemic.

The Erasmus Student Network (ESN) Portugal conducted a survey on the impact of the covid-19 pandemic on mobility students, questioning the Portuguese who went to study abroad and foreigners who decided to take classes in Portugal. (SÁBADO, 2020<sup>2</sup>)

According to SÁBADO (2020), half of the foreigners surveyed to study in Portugal decided to stay in the country as well as half of the Portuguese who were abroad chose to return to Portugal, reveals the ESN study, based on the more than four thousand responses obtained. Most students said that despite the pandemic, they continued on the Erasmus program (56.1%), against almost 30% who saw the training canceled by decision of higher education institutions or by their own choice (13.4%). During the pandemic, about 40% admitted to having experienced feelings of anxiety and stress, as well as 20% pointed to isolation and social exclusion as a problem during quarantine.

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<sup>2</sup> “Covid-19: Stress e ansiedade entre Erasmus e até alunos sem acesso a bens essenciais.” Retrieved May 11, 2020 from <https://www.sabado.pt/vida/detalhe/covid-19-stress-e-ansiedade-entre-erasmus-e-ate-alunos-sem-acesso-a-bens-essenciais>

The pandemic did not harm the Erasmus process of foreigners studying in Portugal for 75% of the students who remained in the program. There were 16% who chose to cancel: half of the cancellations were made by the student and the other half was decided by the home or host university. (SÁBADO, 2020)

According to PÚBLICO (2020<sup>3</sup>), about 58 thousand international students were enrolled in the last academic year in Portuguese institutions that already represented 15% of the total students in higher education, according to data from the Directorate-General for Education and Science Statistics (DGEC).

These students have higher tuition fees. They can pay between 3,000 to 12,000 euros, depending on whether it is a degree or an integrated master's degree, but they are not entitled to scholarships. One way to help minimize the impact that the corona virus has had on international students would be to offer scholarships to them.

The academic association presents two possible solutions: to cover international students for the support granted in relation to the impoverishment caused by the effects of the pandemic or to create a support line for international students in order to avoid the abandonment of students due to the pandemic crisis and the currency crisis. (PÚBLICO, 2020)

Universities say they will maintain the value of tuition fees but guarantee help and conditions for international students. In addition, institutions have been mobilizing to help reduce the impact of the pandemic so that all students can return to their universities.

While the virus remains in our country, solutions must be found to minimize its impact. One of the solutions would be the awarding of scholarships to international students, so that they could study in Portugal without having the main expense (paying the university). As this becomes an impossible scenario, since international students help maintain Portuguese universities, it is necessary to create other resources, such as Erasmus at a distance.

My project involves implementing a solution for these international students who are unable to come and study during the next academic year for the University of Porto,

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<sup>3</sup> “Alunos pedem que estudantes internacionais possam aceder a bolsas”. Retrieved August 12, 2020 from <https://www.publico.pt/2020/08/12/p3/noticia/alunos-pedem-estudantes-internacionais-possam-aceder-bolsas-1927887>

although this year ISCAP will only receive 58 international students, that is, about 1/3 of what it usually receives.

With the creation of my website and social networks, I end up divulging much of what is happening in our city, to help them get to know a little of it without visiting it. However, the project was initially launched with the idea of promoting Portuguese culture to these students when they arrived in the country to study and live here. I adapted, in a way, my project due to all the impact that the virus caused on us and especially on international students, so that when they lost one of the opportunities in their lives, they did not miss it completely.



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**Chapter III – Structure for Project Implementation - “FOR YOU -  
a project for international students”**

### 3. Contextualization

The theme chosen for the elaboration of my project was "Internationalization of Portuguese Culture: Attracting International Students to a Portuguese H.E.I". Based on the chosen theme, I opted for the creation of a website/blog and social networks (*Instagram* and *Facebook*) where I could spread the Portuguese culture as much as I could to all international students. The idea for this project came to help all international students who were interested in studying and living in Porto. Initially, I had a lot of ideas and content that I wanted to do with them personally, but with the appearance of COVID 19, I had to adapt my ideas and went from making a project with them to making a project for them. You can find plenty of content on the website and on social media for all those international students studying here in Porto or thinking about studying in Porto. Tips like where to eat, what to visit, the colleges of Porto, everything that happens at ISCAP, etc. you can find in my project.

I also found it important to use this project as a means of disseminating the master's degree in Intercultural Studies for Business, the master's degree I am currently in, so this project also has a post about this master's degree, with all the necessary information for international students who want to apply for it. You can find it on *website*, *Instagram* and *Facebook* project.

I thought that the elaboration of a project with website and social networks was going to be the best option to provide international students with good content. This will also allow for the application of my previously acquired skills in the domain of Corporate Communication. I learned to work with many tools, including *WordPress* (where I made my blog) and *Photoshop* (where I made my entire graphic image).

#### 3.1. Project Name

The name chosen for my project was: **For You, a project for international students.** This name reflects the whole concept and purpose of the project. Initially, I thought of putting only "For You" but despite being a short, simple and easily memorable name, it was not an explicit enough name and therefore, I remembered to put "a project for international students" for that was quick to understand what this project is about.

### 3.2. Visual Identity Creation

The visual identity is, many times, the first contact of a person with the brand and in order to enable the creation of its identity, fundamental elements were elaborated for the emergence of a solid visual identity. There was a selection of colors and execution of graphic and typographic elements, always betting on exploring a more clean and simple aspect.

The created logo is represented in the figure below. It is a simple yet detailed logo, reflecting the essence of the project itself.

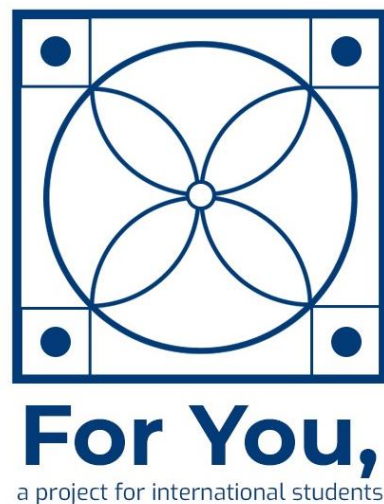


Figure 4- Project Logo

Source: Own elaboration

The logo symbolizes the Portuguese tiles characteristic of the city of Porto. The main circle of the logo symbolizes the world and the small main circle is the city of Porto. The features that make up the "flower" are the roundtrip flight routes that will always connect international students. In addition, the color chosen for the logo was the blue that symbolizes Porto, both the city and the club. The fonts chosen for the title and subtitle were *Montserrat Bold* in "For You" and *Exo Regular* in "a project for international students". These were the choices for both being simple and clean fonts.

The colors chosen for the logo was the blue (#023b77) and white (ffffff).

### 3.3. Digital Channels and Networks

In the digital society in which we currently live, it is essential to bet on the digital means of publicizing a project, so that I'm always one step ahead of my competitors, staying close to my target audience and gaining notoriety.

For me, it is crucial to create an appealing website for my project, in order to promote it and also provide readers with relevant and useful information, all of this in a coherent and perceptible way. So, with the creation of my website I intend to:

- **Disseminate the Portuguese Culture Website to International Students** - With the website, I managed to make the project reach the right people more effectively and quickly. I was able to present my completely new and thought out concept to them, the project and its main characteristics, what distinguishes it from the others and what makes it appealing;
- **Maintain a close relationship with the target audience** - My readers are the main concern and it is important to take their opinions into account and maintain a close relationship that allows us to keep them visiting my website and my social networks;
- **Clarify any doubts that may exist** - If the person who is visiting our website has any doubts, there is a page designed to clarify any doubts that may arise;
- **Expose feedback of some readers** - I consider it relevant to expose the opinions and feedback of some readers to future readers and website visitors.

In preparing the website, there are some objectives that I intend to achieve in order to contribute positively to the development and expansion of the project, such as:

- **Increase the awareness of the project** - With the creation of the website I can achieve a very important objective: to present the project in a dynamic, modern and professional way and, simultaneously, to value and strengthen the project itself;
- **Create relevant, useful and appealing content** - On the website I created, I want there to be relevant information for the people who are visiting it;
- **Increase interaction and develop relationships with the target audience** - The relationship and constant interaction with our readers is essential, and the website is an

efficient communication channel to communicate with them, where suggestions or criticisms can help to build, improve and sustain the relationship with them, ensuring a process of continuous satisfaction;

- **Stand out from my competitors** - By creating an appealing, coherent website with relevant information for the reader, I'm standing out from the competition, which may not have a website or it may be less attractive than ours;
- **Acquire new readers** - In addition to the readers I already have, with the website I intend to attract new readers and show them the essence of the project.

### 3.3.1. Website

In order to make the information entered on the website as dynamic as possible, I created the website on the *WordPress* platform with the following link: <https://foryouinternationalstudents.wordpress.com/>.

*WordPress* is the simplest and best known way to create your own website or blog. Anyone can use or modify the *WordPress* software for free and for this reason, it was my first option when creating the blog. It is the best option for anyone who wants to build any type of website, from a blog to an *eCommerce* store.

I used the free domain option and tried to make it as professional as possible. I chose to create an attractive, dynamic, complete and easy to navigate website. In this way, I've bet on a design that goes against the whole concept of the project. I put several images that are linked to the posts to make navigation more dynamic and the main colors of the website are the logo blue, dark gray, gray, white and black.

The website has a menu consisting on four pages: **home**, **blog**, **about** and **contacts**.

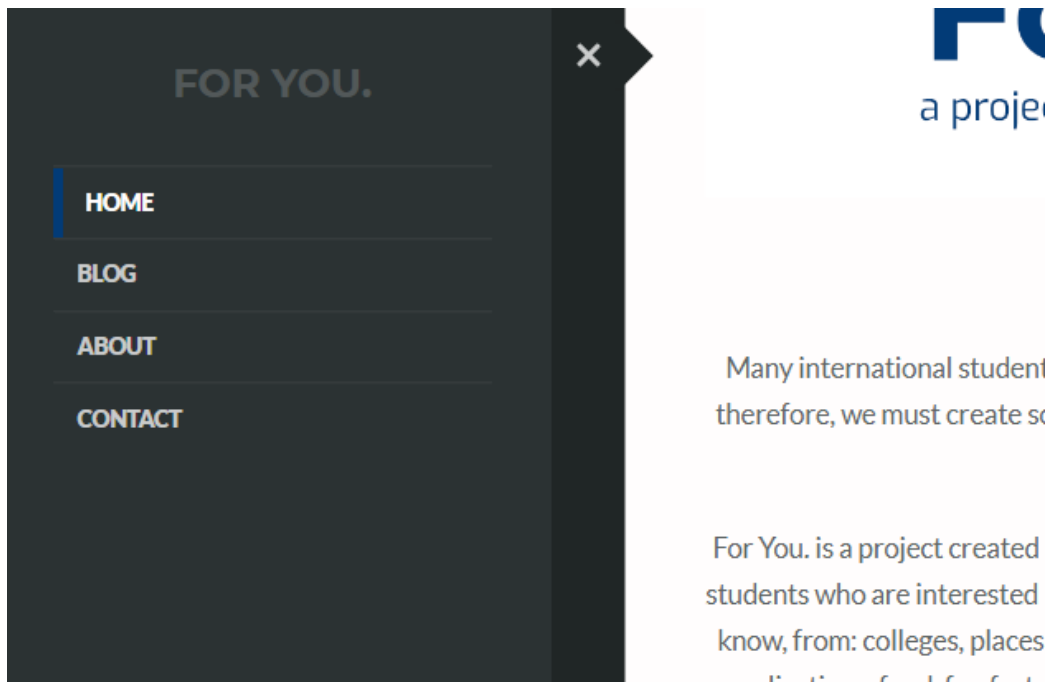


Figure 2- Website Menu

Source: <https://foryouinternationalstudents.wordpress.com/>

The first page of the website is the **Home** page. On this page we will find the name of the project, followed by the subtitle; the project logo; a short welcome text to the website explaining its concept and some ads on the page, which cannot be removed due to the domain chosen by me.



Figure 3- Home Page with logo

Source: <https://foryouinternationalstudents.wordpress.com/>

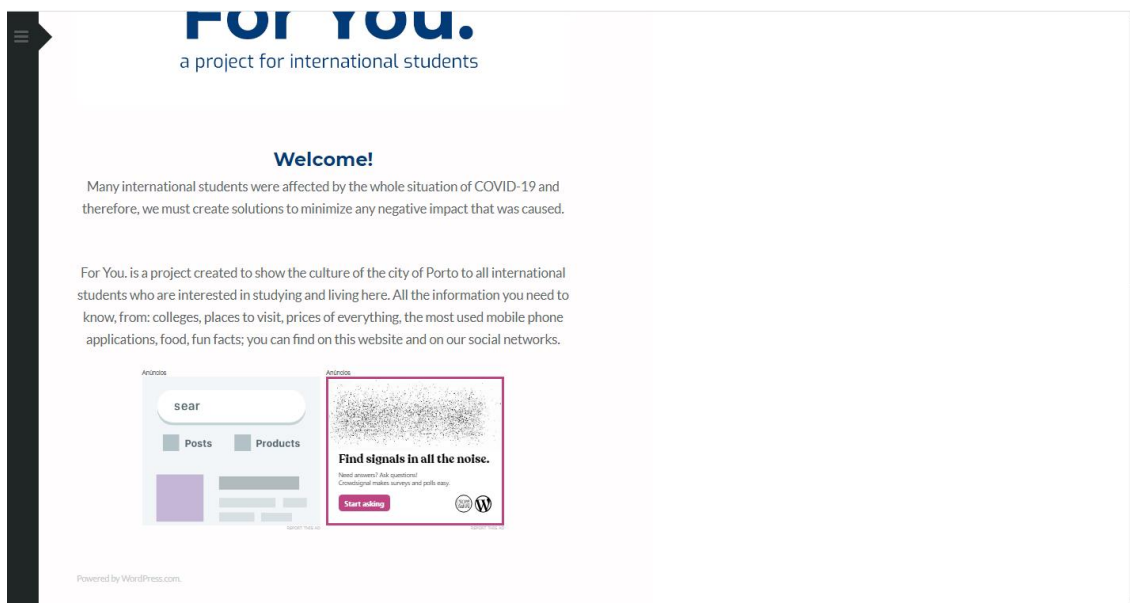


Figure 4- Home Page with welcome text

Source: <https://foryouinternationalstudents.wordpress.com/>

The next page on the menu is the **Blog** page. On this page we will find all the posts published by me since the beginning of the project. When we click on the post we want to read, the website forwards to its page and then to go back, just click again on the blog page in the menu.

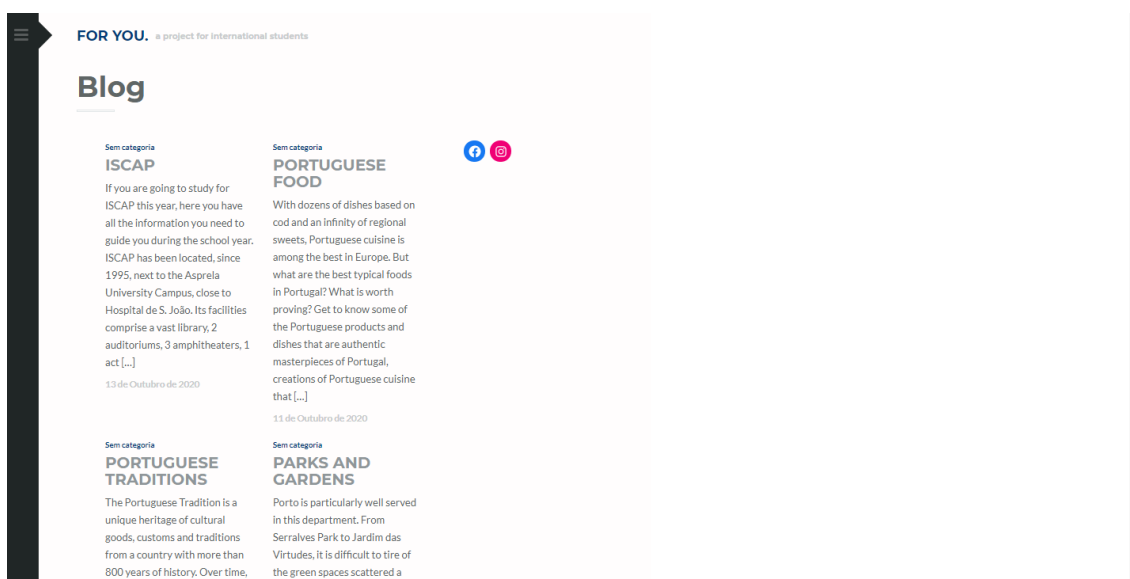


Figure 5- Blog Page

Source: <https://foryouinternationalstudents.wordpress.com/>

On the blog page I also have the *Facebook* and *Instagram* buttons where readers who want to visit my social networks can click and are redirected to those pages.

The **About** page contains a text that explains the whole concept of the project and everything I want with its creation.

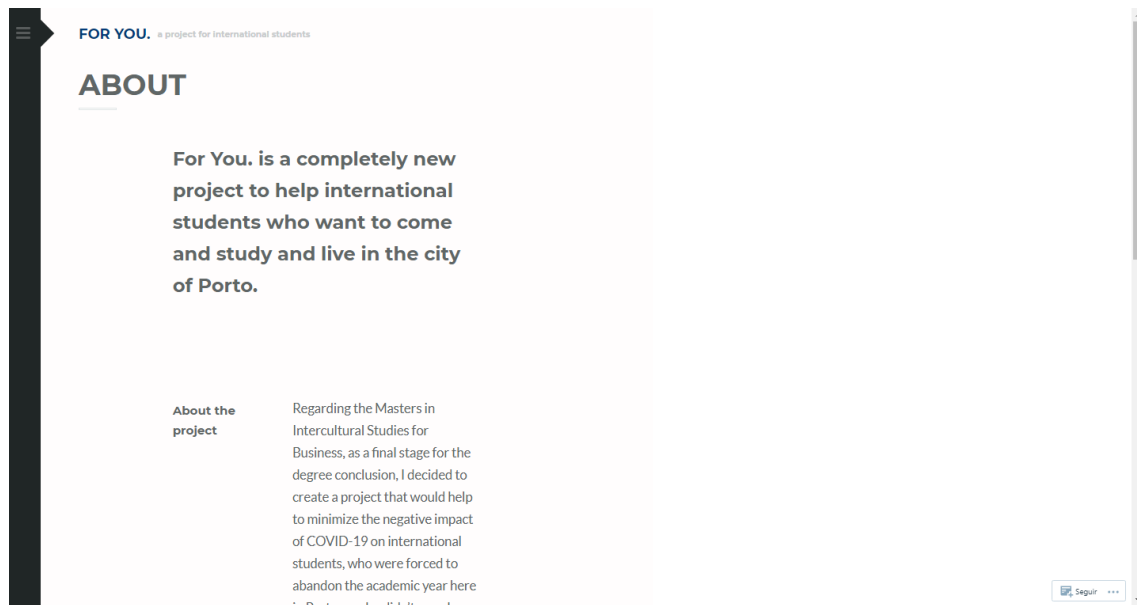


Figure 6- About Page

Source: <https://foryouinternationalstudents.wordpress.com/>

The last page is **Contacts**. Here you can find all the ways to contact me to ask questions or ask for help in any situation. You will find the project e-mail, the buttons for social networks and most importantly, a box where you can write comments and ask questions about the project, having to put your name and personal e-mail.



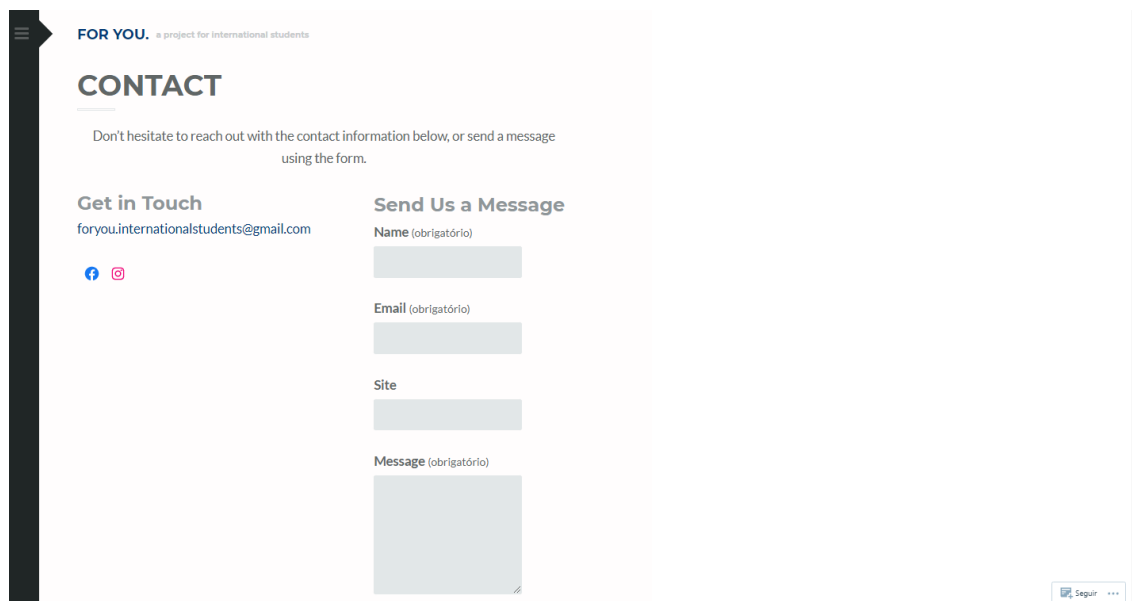


Figure 7- Contact Page

Source: <https://foryouinternationalstudents.wordpress.com/>

I made the website with only four pages because the page I really wanted to focus on was the **Blog** page. Here, readers will find the main content of the project, where I disseminate the Portuguese culture.

I found the entire realization of the website quite complicated, since I haven't worked on the platform *WordPress* in about two years, but in the end I think I have overcome the difficulty that was all the construction of it.

### 3.4. Instragam

The management and creation of content on social networks is something that can be considered easy and interesting to perform due to the learning obtained during the degree that I took in Business Communication, which I initially obtained at ISCAP, mainly in certain more practical curricular units where I approached and applied in practice methods, techniques and knowledge such as the development of platforms, the creation of content for social networks and later monitoring.

For the creation of content, it was also important to use auxiliary tools in order to be able to appeal to a more creative aspect, namely *Adobe Photoshop*, topics that will be covered in Chapter IV - "Design and Graphic Elements". In this social network I published countless images made by me. At the same time that I was launching an

article on the blog, I was launching an image on *Instagram* to publish the article I had just published on the website.

*Instagram* was the first social network I decided to create after the website was already in order. It is one of the most used social networks in the world, mainly by young people, who are always connected and visit this social network every day.

The project's *Instagram*, with the username “@ foryou.internationalstudents”, has a very accessible way of reaching the page due to the simplicity of the name, not creating confusion for readers and potential readers when looking for the page on the platform.

This is the link to the project's *Instagram*:  
<https://www.instagram.com/foryou.internationalstudents/>.

The page does not have many followers, although the platform is as active as the *Facebook* page.

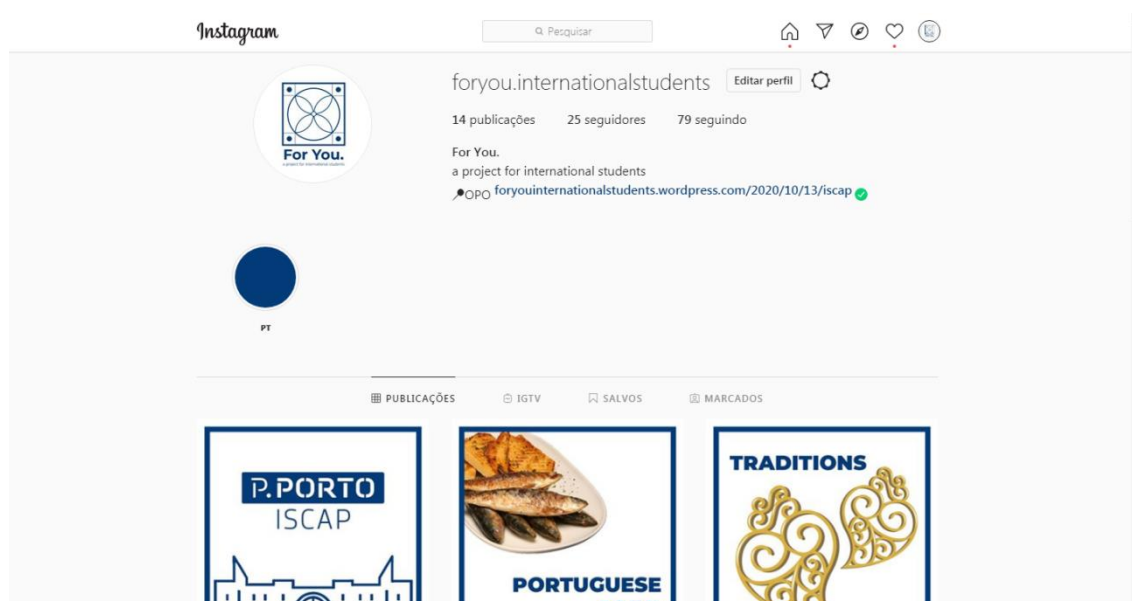


Figure 8- Instagram Page

Source: <https://www.instagram.com/foryou.internationalstudents/>

The image made always corresponded to the post created on the day for the blog. In the image below, we can see the last post made on *Instagram* about ISCAP, where I leave the image made by me and a small introductory text on the subject in question. The post link will always be in the *Instagram* bio.

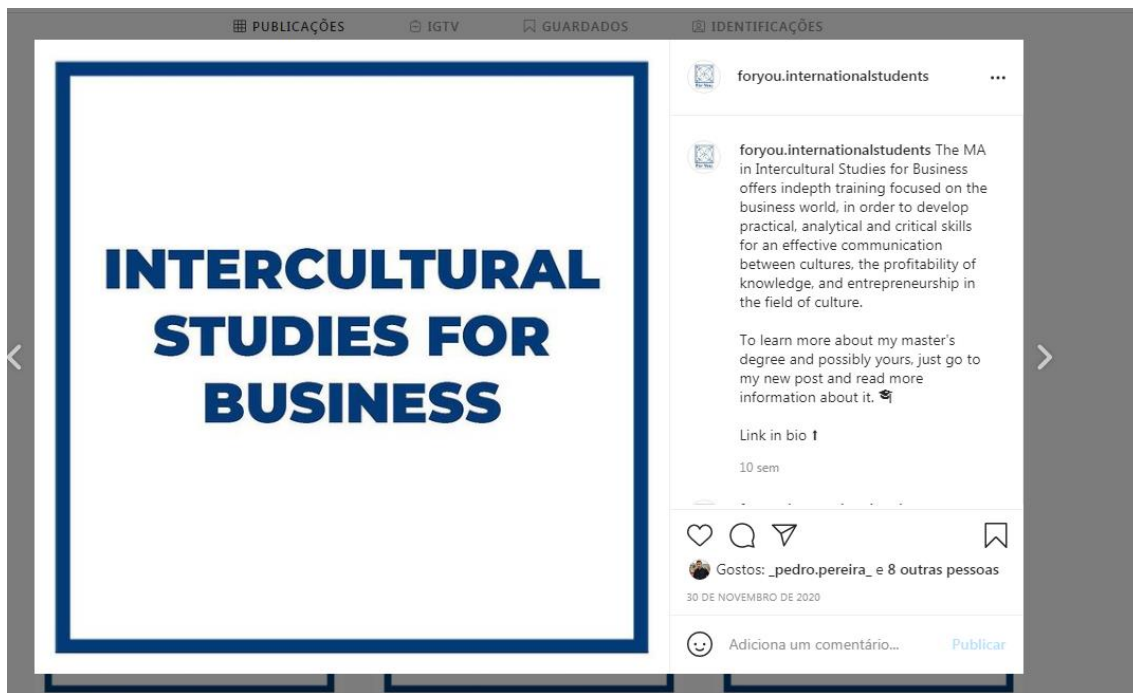


Figure 9- Instagram post

Source: <https://www.instagram.com/foryou.internationalstudents/>

The publication contains *hashtags* in order to quickly search and identify part of the target audience when searching for publications with the same content expressed in the *hashtag* chosen in particular. I used *hashtags* that are widely used by users and that were against the themes of images and the project, such as the *hashtag* **#porto**, **#internationalstudents**, **#erasmus**, **#iscap** and **#foryou** were always used in all publications.

Over the past two months, fourteen *Instagram* posts were created. There was a need to attempt to publish at least two publications weekly.

In addition to the possibility of publishing images on *Instagram* linked to the website's publications, a folder was also created in the *instastories* where I shared an image every week of a Portuguese proverb and how it is in English.

I thought it was a funny idea for international students to get to know a little more about our culture. I also have in mind to create a new folder of *instastories* about some curiosities of the city of Porto and Portugal.

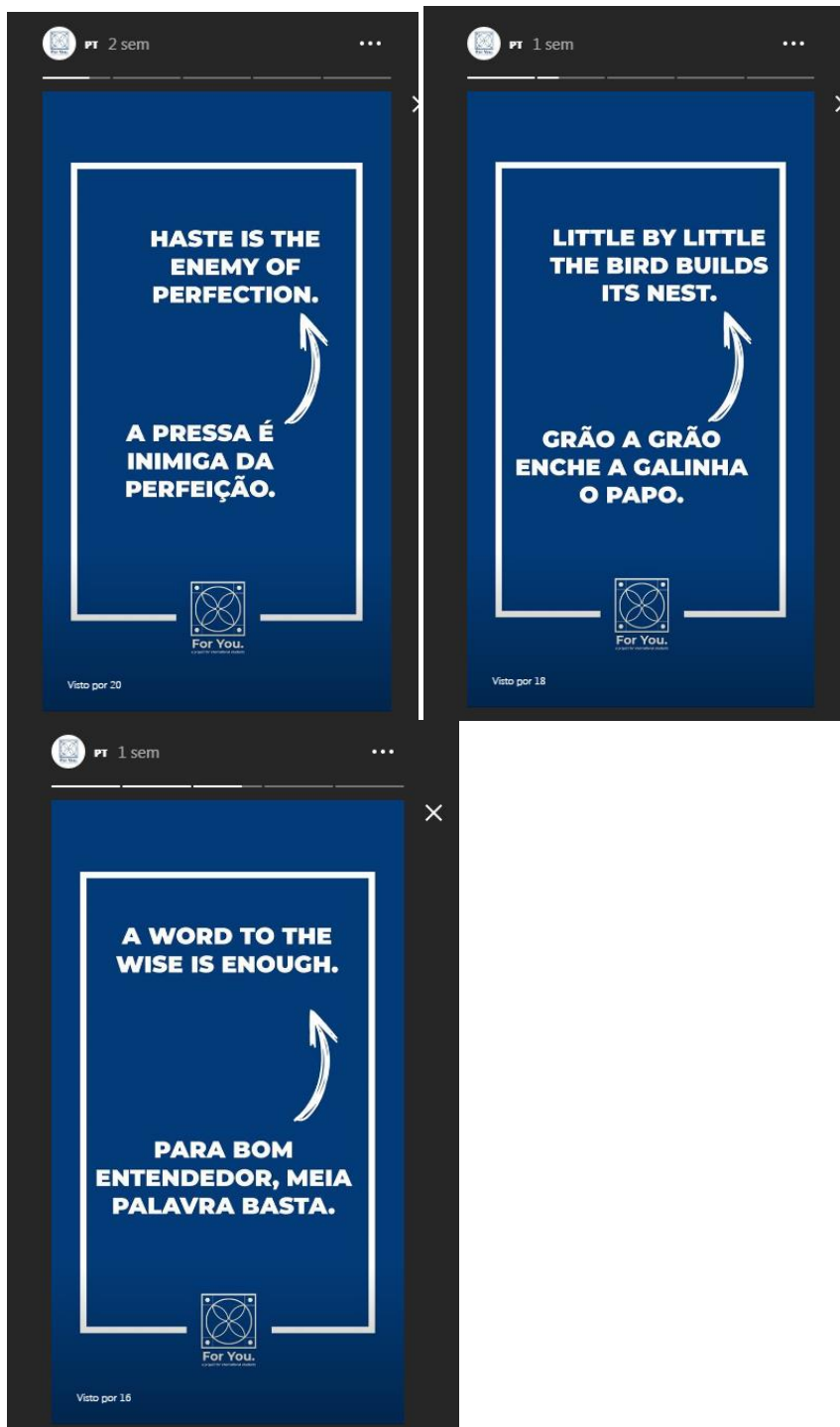


Figure 10- Instastories on Instagram about Portuguese Culture

Source: <https://www.instagram.com/foryou.internationalstudents/>

### 3.5. Facebook

As well as the social network *Instagram*, *Facebook* has also been given a lot of attention, which has triggered the number of *likes* that the page now has, so that the

target audience is always up to date and attentive to the news that may arise, since it is a social network that allows a more direct contact with them.

During these two months, twelve *Facebook* publications were created. There was a need to attempt to post at least two publications weekly.

The same images were posted on *Facebook* with the same introductory text from *Instagram*, to reach more people and especially, those who do not use *Instagram* have access to everything equally.

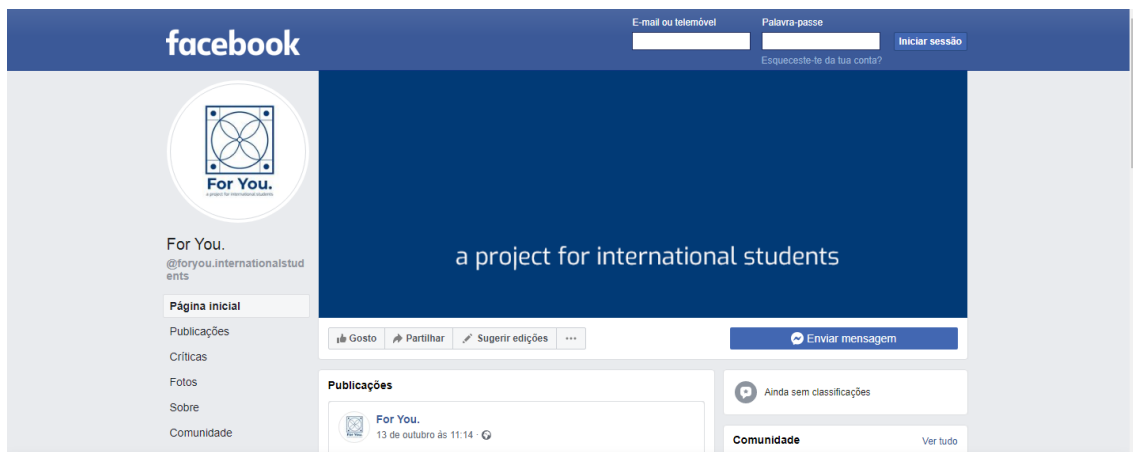


Figure 11- Facebook page

Source: <https://www.facebook.com/foryou.internationalstudents/>



Figure 12- Facebook Cover

Source: <https://www.facebook.com/foryou.internationalstudents/>



Figure 13- Facebook Post

Source: <https://www.facebook.com/foryou.internationalstudents/>

### 3.6. Reach Obtained on the Website and Social Networks

Conscious and honest about my work, I admit that the results obtained on the website and social networks were not the best. Since I started the website and social media very late, I was unable to achieve a great reach, which I hope to achieve later because I want this to be a long-term project and I want to continue it.

So, I have website statistics and networks for a month, starting on September 17th. I noticed that the clicks on the forwarding links to the blog have been increasing over the weeks.

The results were measured between September 17th and October 17th, 2020. On the website, I only considered the results until October 15th because no articles were published in the meantime.

## Weekly Website / Blog Monitoring

Week 14/09-20/09:

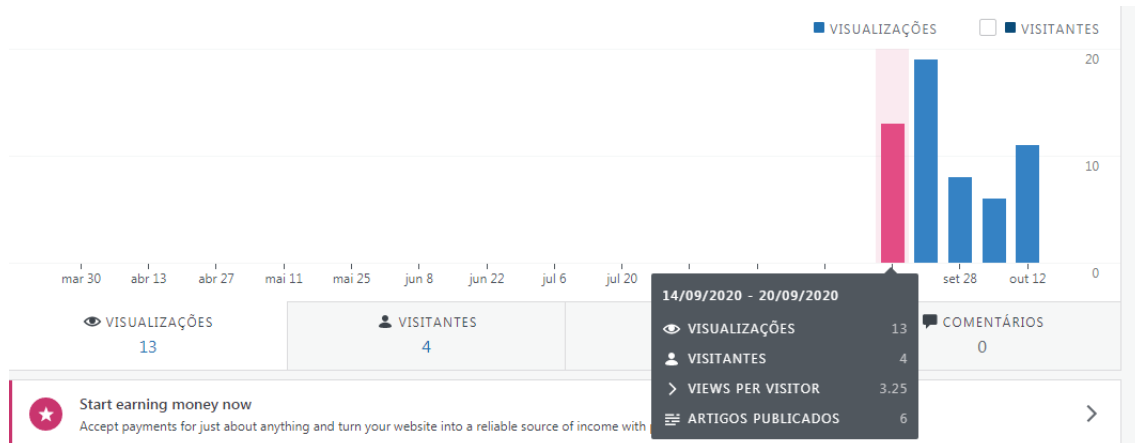


Figure 14- Views on posts, visitor numbers on the page and published articles: first week

Source: <https://foryouinternationalstudents.wordpress.com/>

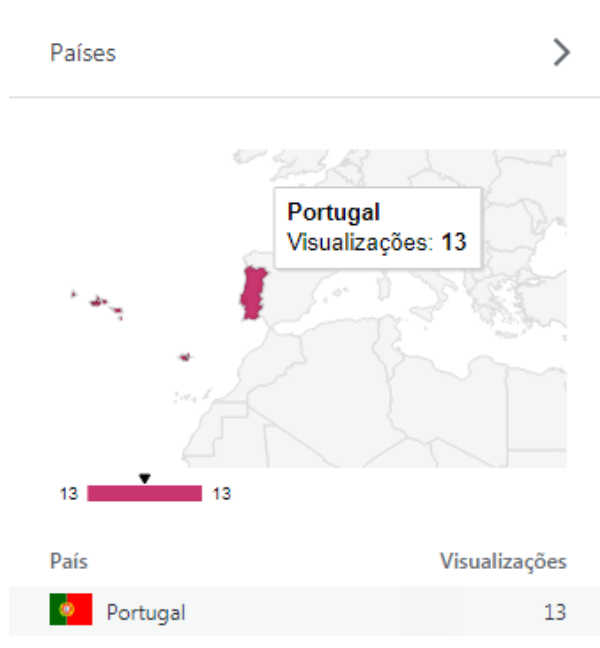


Figure 15- Visits by country: first week

Source: <https://foryouinternationalstudents.wordpress.com/>

## Week 21/09-27/09:

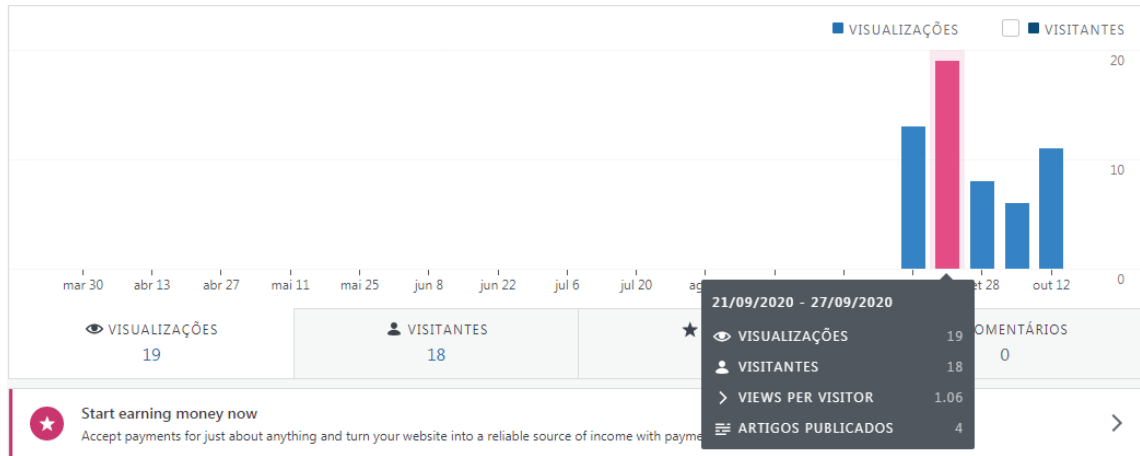


Figure 16- Views on posts, visitor numbers on the page and published articles: second week

Source: <https://foryouinternationalstudents.wordpress.com/>





Figure 17- Visits by country: second week

Source: <https://foryouinternationalstudents.wordpress.com/>

**Week 28/09-04/10:**

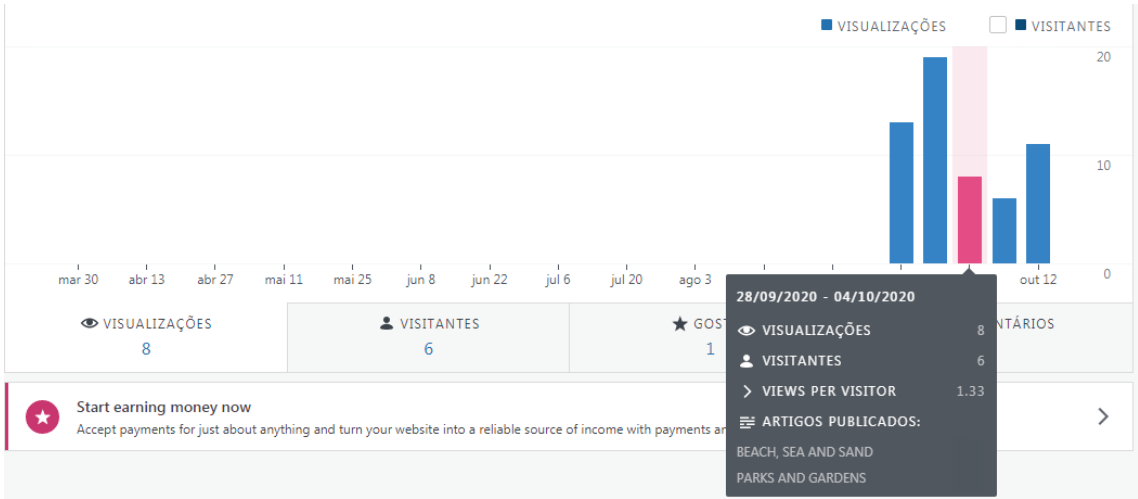


Figure 18- Views on posts, visitor numbers on the page and published articles: third week

Source: <https://foryouinternationalstudents.wordpress.com/>

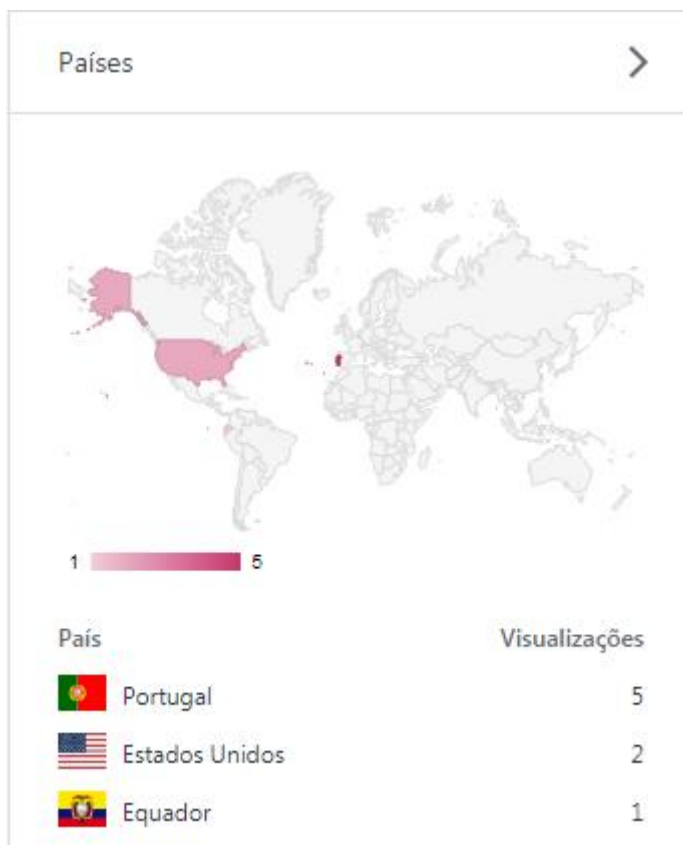


Figure 19- Visits by country: third week

Source: <https://foryouinternationalstudents.wordpress.com/>

## Week 05/10-11/10:

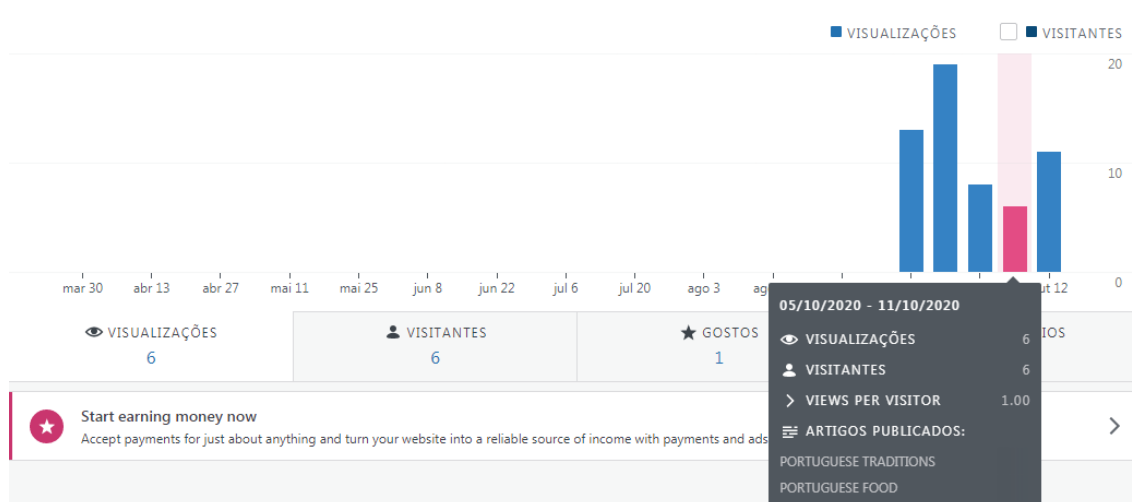


Figure 20- Views on posts, visitor numbers on the page and published articles: fourth week

Source: <https://foryouinternationalstudents.wordpress.com/>

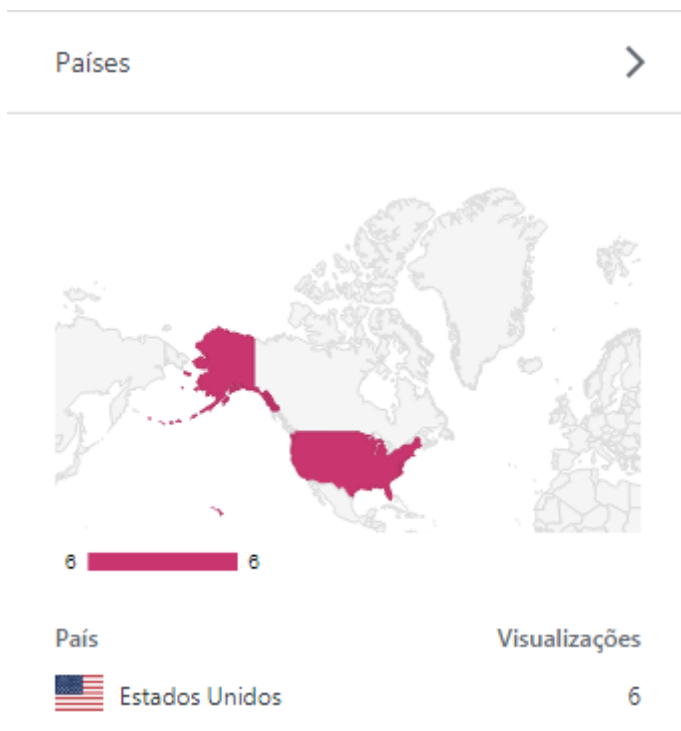


Figure 21- Visits by country: fourth week

Source: <https://foryouinternationalstudents.wordpress.com/>

## Week 12/10-18/10:

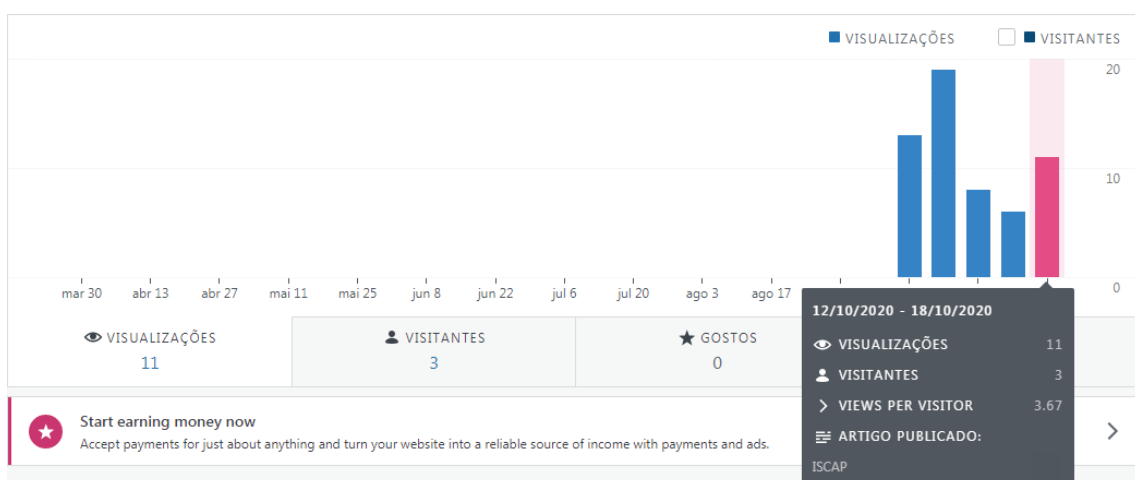


Figure 22- Views on posts, visitor numbers on the page and published articles: fifth week

Source: <https://foryouinternationalstudents.wordpress.com/>

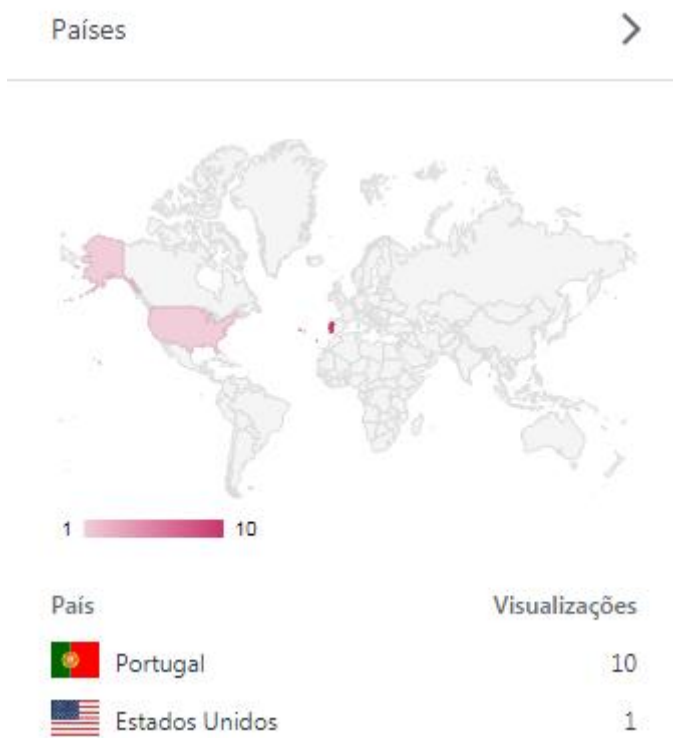


Figure 23- Visits by country: fifth week

Source: <https://foryouinternationalstudents.wordpress.com/>

All of these graphics were obtained through *WordPress* and analyze the number of visitors, page views and visitors by country.

In general, I can conclude that the percentage of new visitors in the first weeks increased and then remained constant in the last few weeks, with almost always regular users of the blog returning to it every week.

Country views were also relatively constant, with new countries registering over the weeks. We register Portugal, the United States of America and Ecuador as constant countries (especially Portugal and the United States).

I was able to realize that despite the low page views, the website reach was greater than what I predicted. The second and fifth weeks were the most profitable, but in the others, the views reduced slightly. As well as the number of views, users also decreased in a few weeks, registering a maximum number of 3 visitors in the last week.

### ***Instagram Monitoring***

**Week 2/10-08/10 (last week):**



Figure 24- Number of accounts reached, impressions, profile visits and clicks on the website

Source: <https://www.instagram.com/foryou.internationalstudents/>

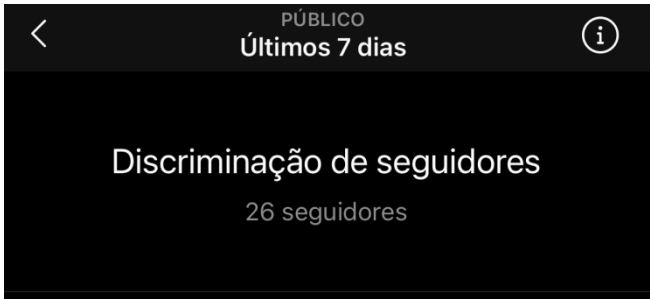


Figure 25- Number of followers

Source: <https://www.instagram.com/foryou.internationalstudents/>



Figure 26- Interactions with publications: number of likes and comments

Source: <https://www.instagram.com/foryou.internationalstudents/>



Figure 27- Range of publications

Source: <https://www.instagram.com/foryou.internationalstudents/>

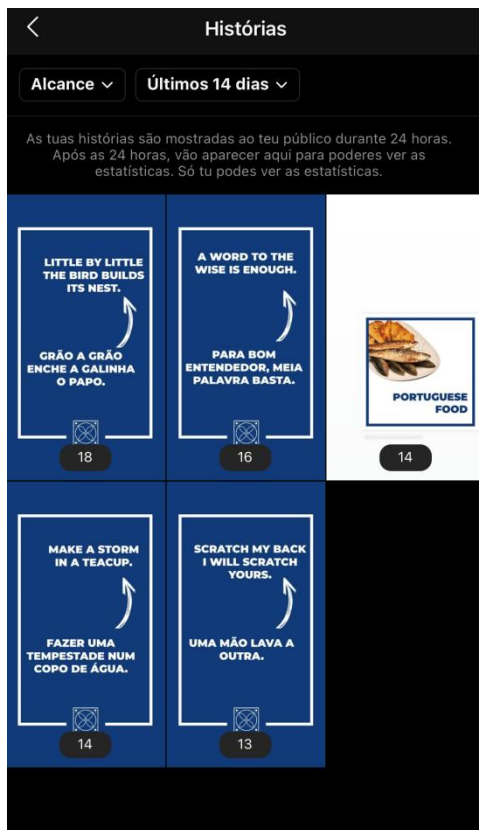


Figure 28- Range of Instastories

Source: <https://www.instagram.com/foryou.internationalstudents/>

I highlight in this analysis the fact that the average of likes has been increasing. I was registering a healthy growth of followers - there was an increase every week. The reach was much more positive in publications and *Instastories*.

### ***Facebook Monitoring***

The monitoring of the platform was supported by the *Iconosquare* <sup>4</sup>website. In this analysis I highlight the likes, the reach and the interactions (likes, shares and comments), making a brief reference to the performance of the page.

**Weeks 18/09 until 17/10:**

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<sup>4</sup>Facebook monitoring done on the *Iconosquare* website  
<https://pro.iconosquare.com/>

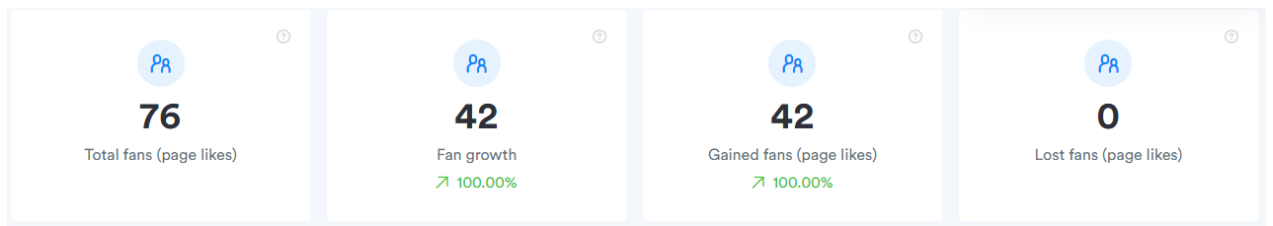


Figure 29- Total page likes, fan growth, gained likes and lost fans on Facebook

Source: <https://pro.iconosquare.com/>

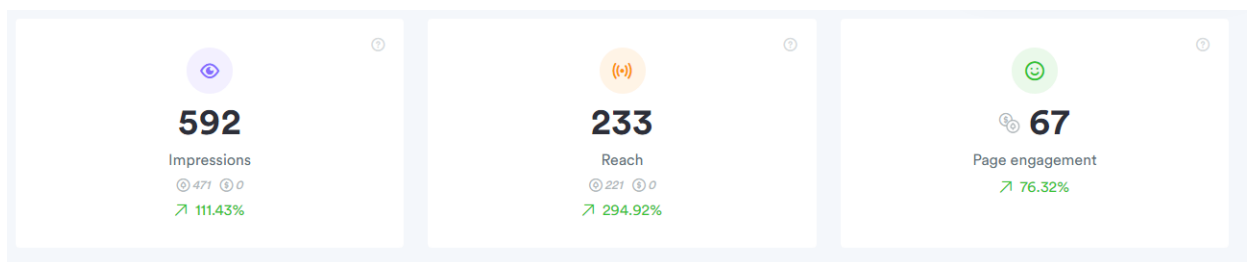


Figure 30- Impressions reach and page engagement on Facebook

Source: <https://pro.iconosquare.com/>

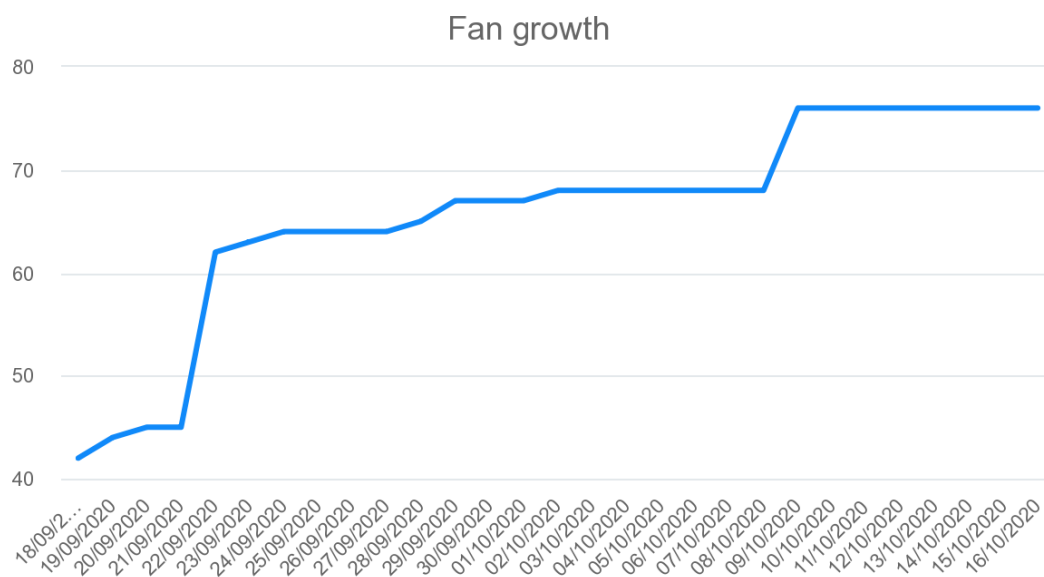


Figure 31- Fan growth

Source: <https://pro.iconosquare.com/>



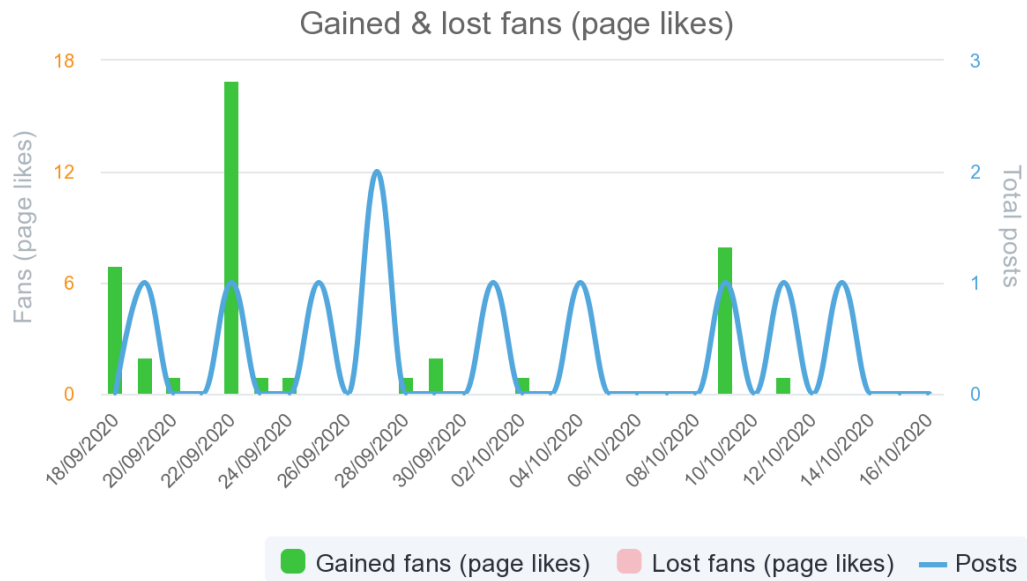


Figure 32- Gained and lost fans (page likes)

Source: <https://pro.iconosquare.com/>

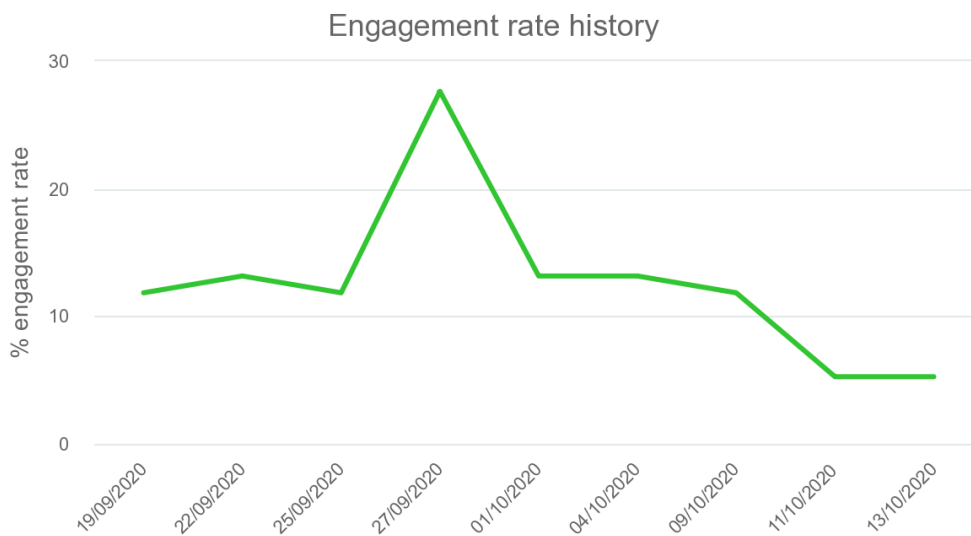


Figure 33- Engagement rate history

Source: <https://pro.iconosquare.com/>

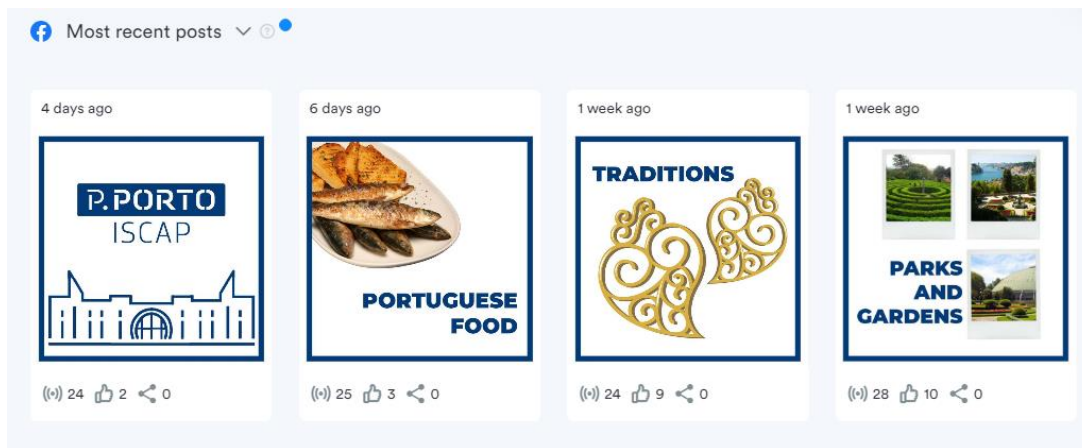


Figure 34- Posts on Facebook (likes, comments and shares)

Source: <https://pro.iconosquare.com/>



Figure 35- Page reaches evolution

Source: <https://pro.iconosquare.com/>

Over the weeks there was no loss of *like* on my page, we saw an increase in reach in publications and an increase in *likes*.

### 3.7. Target Audience

The main target audience of the website that I created is young international students. I built the website and all social networks in order to adapt to our main target: a simple, but youthful design; an informal and fun language, the treatment by “you” in order to create a close relationship of friendship and companionship with them.

Although my main target audience is young international students who come to study and live in Porto, I consider it important that the website and social networks also adapt to other types of audiences, which is comprehensive and does not exclude anyone. Thus, in addition to young people, our website may also be aimed at adult people from Portugal and outside Portugal of the most diverse ages, who want to know a little more about our city and our culture. The target audience segment should focus on both men and women.

### 3.8. Competition

The main competition for my project is the COMAP- Committee for International Students. Despite being a project inaugurated at ISCAP and being very similar to mine, I always considered COMAP a partner, since they helped me with important data for the elaboration of the project.

The COMAP Team is a group of talented students that have a passion for the world and different cultures. They are a very diverse group of people that work day in and day out to help you experience your mobility exchange as much as you can.

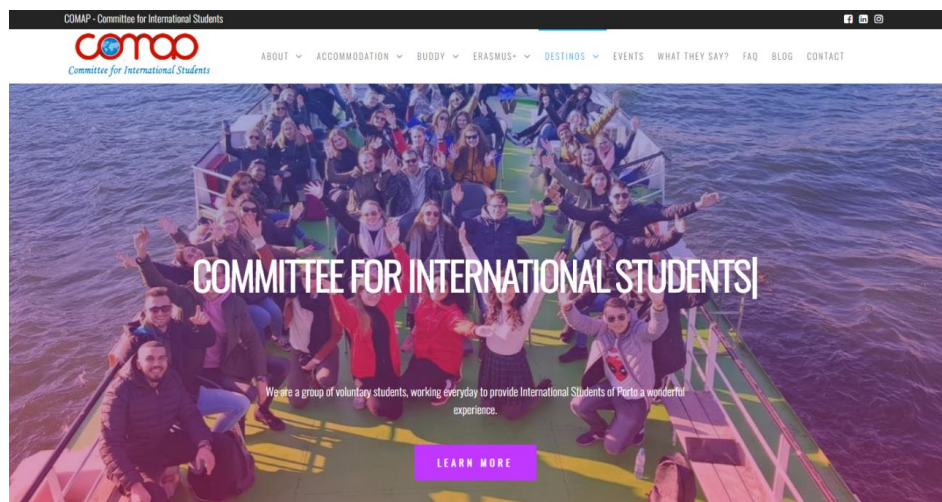


Figure 36- COMAP Website Page

Source: <https://comap-portugal.com/>

There are some differences between my project and all the work that COMAP has been developing with international students. My website and social networks were created with the aim of making known the whole city of Porto and Portuguese culture during and after Covid-19, that is, while COMAP accompanies students during their stay at ISCAP (helping to find a home; explain where the classrooms are), the For You project

was created for students to have more dynamic Portuguese "classes". My project can assist ISCAP teachers who have these same classes with them. Whenever they are asked for information about places to visit, the best restaurants to take family and friends, my website and social networks will have everything they are looking for just a click away.

### 3.9. Swot Analysis

In order to make my project more complete, I decided to elaborate a SWOT analysis, based on the analysis of facts and possible situations.

Table 2- Swot Analysis

STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> <li>➔ Knowledge of the segment;</li> <li>➔ Project quality: positive reviews from followers;</li> <li>➔ Easy adaptation to changes: managing to follow its evolution and adapt to trends;</li> <li>➔ Strong presence on social networks;</li> <li>➔ Bet on a specific audience (international students): can also expand to other audiences;</li> <li>➔ Long-lasting project.</li> </ul>	<ul style="list-style-type: none"> <li>➔ Lack of human and monetary resources for greater organization;</li> <li>➔ New project on the market: which can take some time to position itself in the market and create a good reputation, due to the public's lack of knowledge of the project;</li> <li>➔ Delay of some posts due to work overload.</li> </ul>
OPPORTUNITIES	THREATS
<ul style="list-style-type: none"> <li>➔ Innovative project;</li> <li>➔ Bet on differentiation: through a project that stands out for the difference;</li> <li>➔ Expanding social networks: namely <i>Instagram</i> and <i>Facebook</i>, which allows greater proximity to the target audience;</li> <li>➔ New audiences;</li> <li>➔ "Mouth to mouth": satisfied followers will share the project with friends and colleagues, increasing awareness and increasing followers.</li> </ul>	<ul style="list-style-type: none"> <li>➔ Competition: possibility of some similar projects appearing;</li> <li>➔ Substitute projects / services;</li> <li>➔ Lack of feedback from the target audience;</li> <li>➔ Lack of financial resources for a better marketing campaign.</li> </ul>

Source: Own elaboration

## **Chapter IV – Design and Graphic Elements**

Nowadays, the term design is widely used, being applied in several contexts, being present everywhere. The concept, in a broad sense, means "design" or "project". Adding the term "graph", it refers to visual elements, and in this chapter, this concept will be applied to the tasks developed.

It is characterized by being a process that serves to solve a certain problem, so graphic design helps in the development of a project to solve a problem through visual elements, visually communicating an idea. It allows the transmission of a credible and quality professional image of the company and its products and services.

Betting on the development of interesting and pleasant graphics "in sight", it is possible to attract the attention of those who observe the developed content, so it is considered that it is a good way to achieve objectives, building an appropriate visual language.

Currently betting on the creation of graphic elements in a strand of greater differentiation and that allow a certain interaction after its sharing. However, for the creation of these elements, own programs are needed to assist in the development of the ideas outlined and considered, so that they become planned and accomplished, and it was the use of them that allowed the development of other tasks, therefore it is possible to see this as a chain of processes in order to achieve the final objective: use of the programs for the realization of graphic design in order to develop graphic elements and later creation of publications with the content designed to carry out the publication.

#### **4.1. Use of Programs for Graphic Design: Adobe Photoshop**

As already mentioned, there is a constant need for the use of proprietary programs that serve as "tools" to carry out the intended graphic design. During the project, a specific program, Adobe Photoshop, was used.

Adobe Photoshop is an extremely well-known program and used worldwide due to the many resources it offers. It is easy to use after in-depth learning, being the most used tool for the design and creation of graphic elements.

Having a high experience of using this program, it allowed participation in several decisions, creating graphic elements according to their own creative preferences and

also allowing a simplification and completion of the proposed tasks within the outlined deadlines. It was also a crucial tool for the treatment of several images.

The image editing process is something important, since nowadays any image becomes appealing and can lead the public to draw different conclusions through a simple observation.

#### **4.2. Graphic Elements for Publications**

Nowadays, it is well known that the graphic elements correctly created arouse a greater interest than simple text publications. As such, in order to try to bet on diversification and change, there was a need to reformulate the general structure of publications on social networks, through the development of graphic elements for them, not just betting on images of environments or products.

Some examples of images created by me can be found in the figures below.

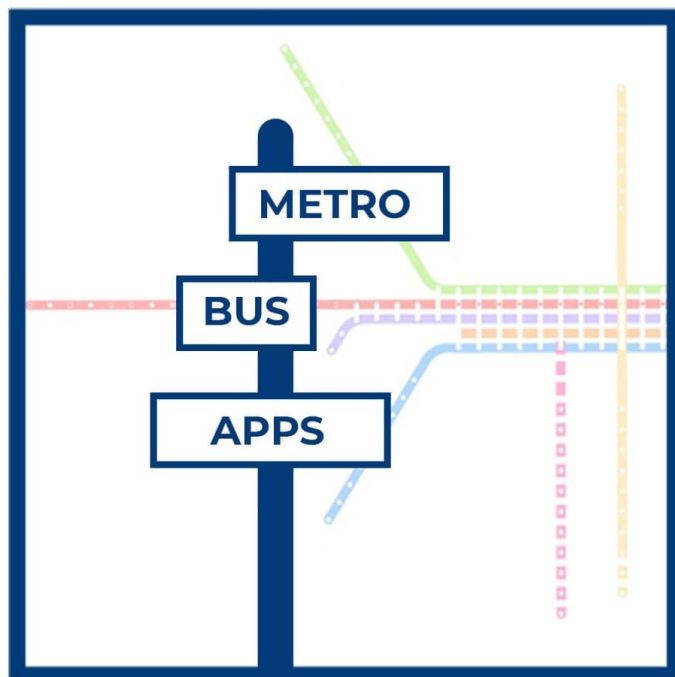


Figure 37- Example of an image made by me for social networks

Source: Own elaboration



Figure 38- Example of an image made by me for social networks

Source: Own elaboration

This type of graphic elements that are present in publications allow interaction between me and my audience as it stimulates the reaction of followers with a "like" or "I love" and also encourages the sharing of the publication due to its differentiation as a concept, contributing indirectly and positively to the viewing of other publications on the page.



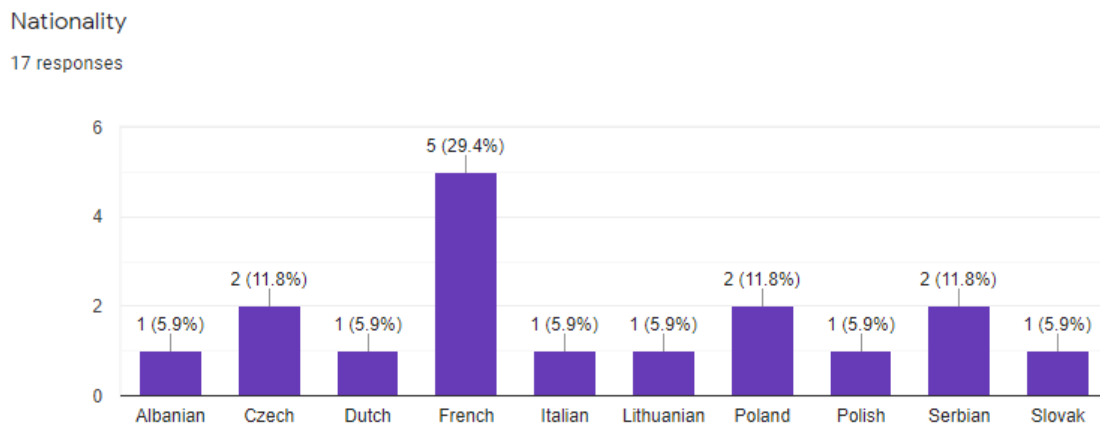
## **Chapter V – Project Evaluation**

## 5. Survey Introduction

I conducted a survey to get more responses from 17 international students who were enrolled in ISCAP in the previous academic year. This survey served to assist me in the development of the entire project, in creating content for the blog and social networks and also in my research work to develop the theoretical and practical part of the report.

### 5.1. Questions related to International Students

These students come from countries like such as the Czech Republic, France, Lithuania, Italy, among others. As you can see in the chart below, most of them are French (29.4%).

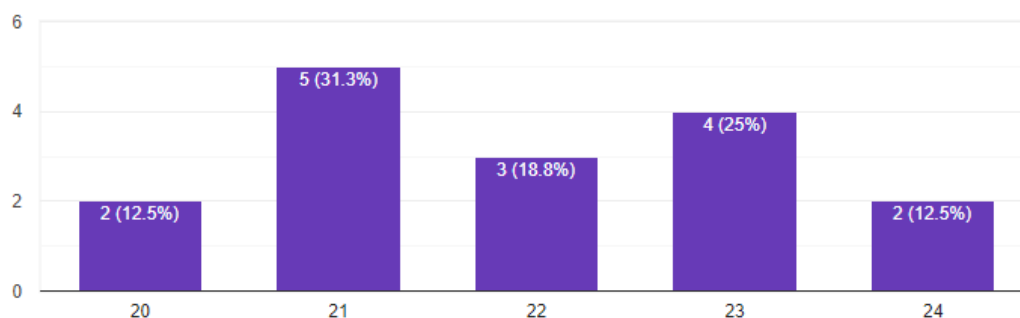


Graphic 4- Nationality of International Students who responded to the survey

Source: Google Forms

Most respondents are women (12) and only 5 are men. Students are aged between 20 and 24, most of them have 21 (31.3%) years old.

Age



Graphic 5- Age of International Students who responded to the survey

Source: Google Forms

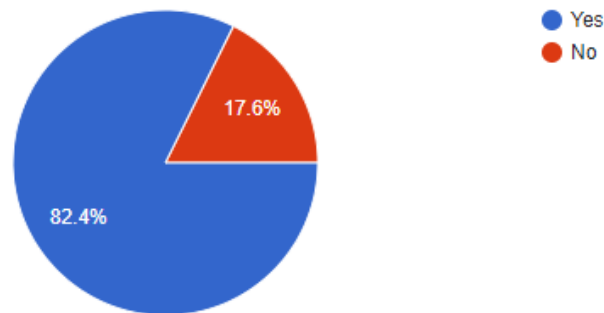
Living with family members residing in Portugal for a longer time favors adaptation and integration, the fact that they have friends here, Portuguese or from countries of origin, also seems to contribute positively. Furthermore, all of them know COMAP which was a great help in the old school year, for them to integrate in ISCAP and to find a place to live during the time they are studying in Porto and, also, to get to know Porto. For some authors, the bonds of friendship and social networks that international students develop in the new community are positively associated with life satisfaction (Hendrickson et al. 2011).

According to Brown (2009), we can talk about five different interaction strategies with regard to international students, based on the bonds of friendship that they establish, or not, in the community of arrival. Briefly: there may be a monocultural strategy, that is, the student despises the community around him and focuses only on his habits and customs; ii) there may be an assimilation strategy, namely when the student rejects his culture and adopts and changes their behavior according to the culture of the community of arrival; iii) the student can become bicultural, maintaining his culture and learning the other, that is, maintaining his identity, but integrating himself into the community of arrival; iv) there may be marginalization, which occurs when the student conflicts with his cultural heritage and refuses to relate to the dominant group; and v) the student can adopt a multicultural strategy, when he keeps what is his culture and learns many others (Brown, 2009).

They admit that they felt curious and needed to learn the Portuguese language and that is why only 3 (17.6%) of these 17 students did not take Portuguese classes while they were studying here.

Did you learn portuguese?

17 responses



Graphic 6- Question related to the learning of the Portuguese language

Source: Google Forms

## 5.2. Questions that helped me in the implementation of the project

To the question "How did you end up at ISCAP or in another college?" most respondents said that it was through the Erasmus program. Only one of the students replied that a friend had recommended ISCAP for Erasmus.

I started asking questions to help me develop the website and social networks and to start to understand a little more of the content that international students expected to see in my project.

To find out a little more about them, I asked what places they had already visited in Portugal. The cities most visited by them were Lisbon, Aveiro, Albufeira, Braga, Coimbra, Porto and Vila Nova de Gaia. One visited Gerês and other student the Azores.

As for spaces visited by them, the most talked about were the Clérigos, Estádio do Dragão, Porto Cathedral, Livraria Lello, Jardim do Morro, Adega Leonor, Palácio da Bolsa, Palácio do Cristal, etc.

Can you tell me some places you already visited in Porto or Portugal (for example, Sé do Porto):

17 responses

Almost everything in Porto, Braga ,Gerês, Coimbra, Guimarães some other places
Jardim do Cristal, Matosinhos, Jardim do Mouro, O Douro, Castelo Branco, Lisboa (Belem, Praça do Comércio...)
6 bridges, aveiro, algarve
Vila Nova de Gaia, all old town, Motosinhos, Aveiro, Coimbra ant etc
I visited Livraria Lello, Jardim do Moro, Ribiera Porto, wine cellers, Palacio Cristal, Stadion Dragao, and I visited Aveiro
Albufeira, Lisbon,
I visited Porto, Aveiro e Braga
Vila Nova de Gaia, Livraria Lello, Aveiro, Se do Porto, Foz de Duoro, Matozinhos,...

Figure 39- Places that international student already visited in Porto or Portugal

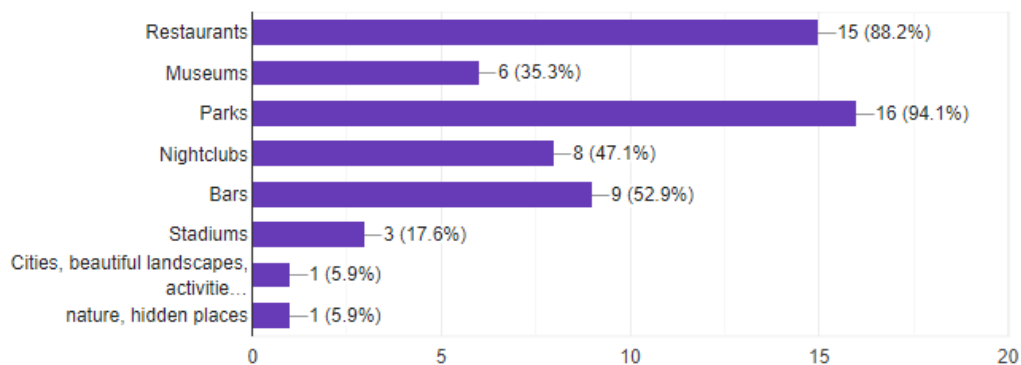
Source: Google Forms

After knowing everything they already knew in Portugal and more specifically in Porto, I wanted to know what spaces they expected to see published on my blog and what they would like me to talk a little more about. I found some very interesting answers, such as: hidden places that tourists do not know, only those who live here.

The places they most want to visit are restaurants, parks, bars, museums and night clubs.

Places that interest you the most:

17 responses



Graphic 7- Places that interest international students the most

Source: Google Forms

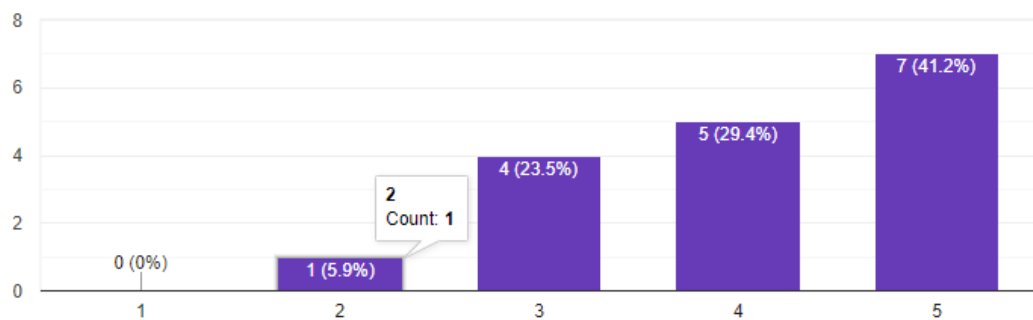
As you can see, 88,2% expected to know more about restaurants and 94,1% about parks.

For this reason, I made posts about green spaces to visit with beautiful views and the most visited restaurants in Porto with good recommendations.

I asked a question about how necessary a website of this kind would be for them and got very positive responses.

When you think about an website like this, do you think of it as something you need or don't need?

17 responses



Graphic 8- Question about if they need or not this website

Source: Google Forms

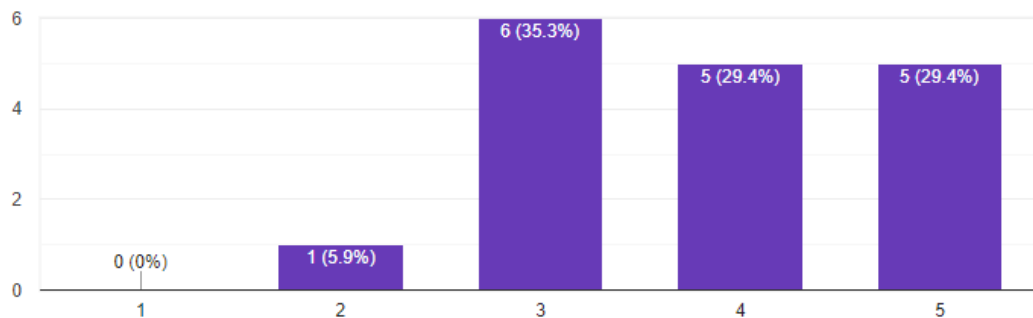
On a scale of 0 to 5, with 0 being **nothing useful** and 5 being **very useful**, I had seven (41.2%) answers in number 5 and five (29.4%) answers in number 4.

I only had a negative answer in number 2, from one of the students who considered my website to be not so useful because he considered that he already knew the city of Porto very well.

After asking if this project created by me would be useful for them and to help the next students in a better integration in our city and institute, I also asked if they would recommend the website to family and friends who want to visit Porto or study here.

How likely is it that you would recommend the website to friends, family or colleagues?

17 responses



Graphic 9- Question about if they would recommend the website

Source: Google Forms

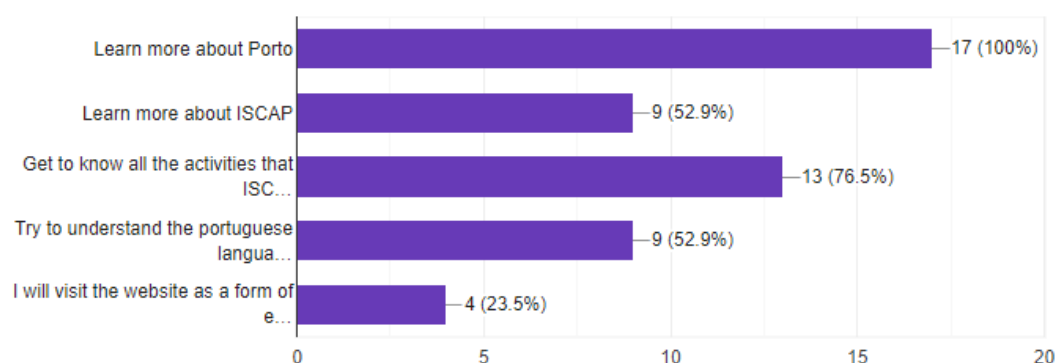
On a scale of 0 to 5, with 0 - **not recommending** and 5 - **recommending**, six (35.3%) students chose 3 - **would probably recommend**.

Five (29.4%) students chose option 4 - **would recommend** and also five (29.4%) students the option 5- **would highly recommend**.

I asked them what the benefits of this website and social networks would be for them and the options where I got most of the answers were: learn more about Porto (100%), learn more about ISCAP (52.9%) and get to know all the activities that ISCAP have (76.5%).

What are the benefits of an website like this for you?

17 responses



Graphic 10- Question about the benefits of a website like this

Source: Google Forms

In the last question, I asked them to give their personal opinion and I left a question with an open answer to write everything they wanted. The question was "In your own words, what are the things that you would most like or you hope to see in this new website about Portuguese culture?" and got very interesting answers that helped me to write some posts.

In your own words, what are the things that you would most like or you hope to see in this new website about portuguese culture?

17 responses

All the recommandation to visit Porto and the history of important places in Portugal

How people of Portugal are, their traditions and lifestyle and places to see and try

I would like to see on the website places that are différents from touristic places, who only Portuguese know !!

Infos about the history, about the différents places of Porto...

The most beautiful beaches in Portugal

What to visit, some hidden places that a few people know, and which food to try, some small typical restaurants, and which parts of the city are the best for life, where is cheaper, also in whcih supermarkets to buy

Nice events en places

I'd like to read information about the city, its history and also its curiosities like traditions, popular songs,

Figure 40- Question "In your own words, what are the things that you would most like or you hope to see in this new website about Portuguese culture?"

Source: Google Forms

Some of them even said: "Something that is not commonly mentioned in your typical" travel website."; " Recommend local businesses."; " Things connected with learning Portuguese".

This questionnaire helped me a lot in the elaboration of my entire project and I am very grateful to the 17 international students from ISCAP who were available to answer all my questions. It made it easier for me to have their answers and then write about all the content they expected to see.



## **Chapter VI – Conclusion**

In conclusion, higher education is taking on a growing international dimension. Higher education institutions in Porto increasingly accept students from various countries. To ensure this growth in the education sector, it is necessary to adapt strategies to promote the mobility of international students to our city. Therefore, through the theme Internationalization of Portuguese Culture: Attracting International Students to a Portuguese H.E.I. the idea for the project "For You- a project for International Students" came up. The present report was written because I chose to create a project for these international students so that they could learn a little more about Portuguese culture, about the city of Porto and about ISCAP and the courses that might interest them. In this context, several concepts of culture, intercultural communication, globalization and internationalization were explored.

I had some difficulties initially in the elaboration of the project due to the pandemic situation that we are going through at the moment. Before this all started, I had many ideas to put into practice with ISCAP international students, from recording videos talking to them to joining with COMAP and being present in all Portuguese cultural activities that they were carrying out throughout the year. year. Throughout this year it was not possible to do anything that was planned to do and that left me unwilling to carry out the project. In conversations with my advisor, a new motivation and an adaptation of the project emerged. New ideas for the blog and social networks emerged. I started writing not for students who were already studying in Porto, but for those who wanted to study here in the future. You can see through "Chapter III - Structure for project implementation 'For You- a project for international students'" and "Chapter IV - Design and Graphic Elements" all the new work developed on the blog and on social networks and all the new adaptation of this reality by which we're going through.

For the elaboration of this thesis, I had the help of international students from ISCAP and UP through a questionnaire prepared by me, where I asked questions that I considered important for the advancement of my social networks. All of these questions were asked in the "Chapter V- Results". In addition, a lot of information about international students to help prepare this report was provided by the International

Relations Office, which was always very available to send me all the data I asked to complete the project.

This project is long-lasting and the entire study (shown in this report) allows it to continue and I hope that will affect the number of students that apply to study at ISCAP and UP. I believe that this project responds to several of the main objectives of the Masters in Intercultural Studies for Business, which is to develop the sensitivity of students to the importance of culture and the understanding of 'other' cultures, contributing to the construction of socially responsible companies, in addition to humanizing the business landscape and make it able to integrate (and be integrated into the) multiple cultures of the global economy. It also articulates intercultural studies with other areas of knowledge (communication, politics, history, management, design, etc.), to promote Portuguese culture and Portuguese H.E.I.

Institutions are recommended to increase the offer of courses for Erasmus students in English, which will greatly facilitate their learning, such as the Master of Intercultural Studies for Business at ISCAP, a very successful master's degree that allows not only international students, who learn a little more about our country, as well as Portuguese students, who get to know a little more about the culture of several countries.

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## Appendix

## **Appendix I – Quiz “For You- a project for international students” (only with responses from international students)**

Hello! My name is Bruna and I am currently developing a project about the internationalization of Portuguese culture to obtain the Master’s Degree in Intercultural Studies for Business and for this project I will create a new website and some social networks.

For You is a cool website that will show you everything you need to know about Portuguese culture and other things you want to know. But in order to create this website and other social networks, I need your help.

I did this survey for a little market study and your opinion counts.

This survey will take you about 3-5 minutes. Thank you for your help!

**1. E-mail:** \_\_\_\_\_

**2. Name:** \_\_\_\_\_

**3. Age:** \_\_\_\_\_

**4. Gender:**

- ☐ Male
- ☐ Female
- ☐ Other

**5. Nationality:** \_\_\_\_\_

**6. Do you know COMAP?**

- ☐ Yes
- ☐ No

**7. Did you learn Portuguese?**

- ☐ Yes
- ☐ No

**8. How did you end up at ISCAP or in another college?**

\_\_\_\_\_

**9. Can you tell me some places you already visited in Porto or Portugal (for example, Sé do Porto):**

\_\_\_\_\_

**10. Places that interest you the most:**

- ☐ Restaurants
- ☐ Museums
- ☐ Parks
- ☐ Nightclubs
- ☐ Bars
- ☐ Stadiums
- ☐ Other: \_\_\_\_\_

**11. When you think about an website like this, do you think of it as something you need or don't need? (1-5)**

**12. What are the benefits of an website like this for you?**

- ☐ Learn more about Porto
- ☐ Learn more about ISCAP
- ☐ Get to know all the activities that ISCAP provides to the international students
- ☐ Try to understand the Portuguese language
- ☐ I will visit the website as a form of entertainment

**13. How likely is it that you would recommend the website to friends, family or colleagues? (1-5)**

**14. In your own words, what are the things that you would most like or you hope to see in this new website about Portuguese culture?**

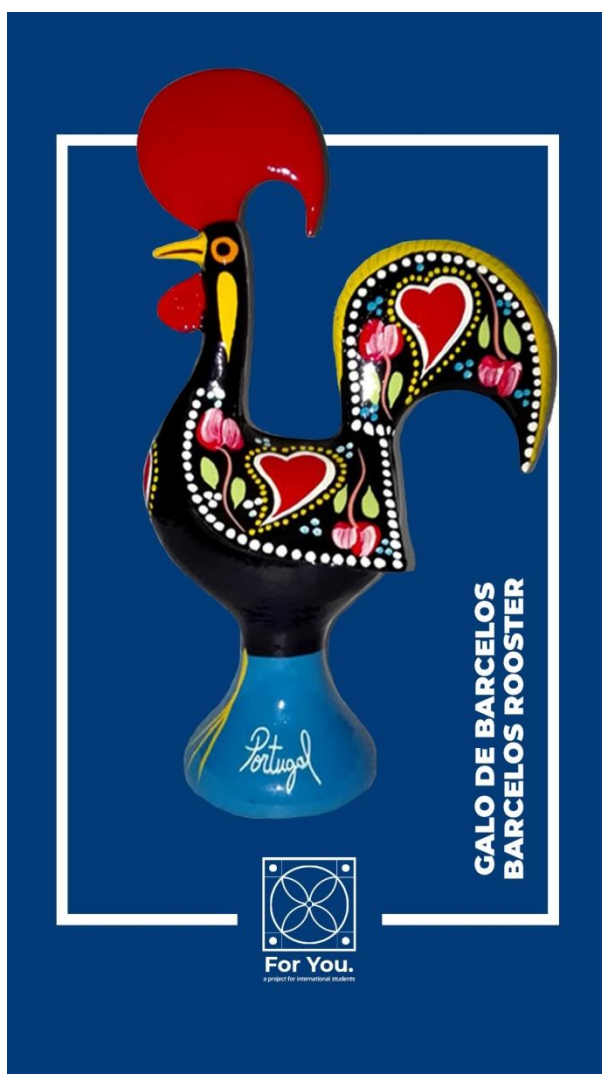
\_\_\_\_\_

## Appendix 2- Example of a post on social networks



Source: Own elaboration

### Appendix 3- Example of an *instastory* on Instagram



Source: Own elaboration